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ABSTRACT

A description is presented of the Farmers' Functional Literacy Project, a component of the integrated program of Farmers' Training and Functional Literacy. The project consisted of three regional workshops and a national workshop. The regional workshops were organized to allow officers to review progress and prospects of the programs, exchange their experiences, and consider measures necessary to strengthen them and make them field-oriented. The purpose of the national workshop was to provide the opportunity of pooling the national and international experiences in the field of functional literacy and evolve a well-planned program of action for implementation in the years to come. The national workshop considered the following aspects of orientation and training of personnel engaged in the functional literacy project: (1) Who will be trained? (2) By whom? (3) Where and for how long? (4) What provision would be necessary for feedback and follow-up? and (5) What should be the contents of the syllabi of training for different categories of workers? (CK)

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Farmers' Functional Literacy Project

REPORT OF NATIONAL WORKSHOP

January 11—19, 1971



MINISTRY OF EDUCATION AND SOCIAL WELFARE
GOVERNMENT OF INDIA 1971

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Functional Literacy
Project**

**UNDER THE PROGRAMME OF
FARMERS' TRAINING AND
FUNCTIONAL LITERACY**

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I

INTRODUCTION

The Farmers' Functional Literacy Project, as a component of the integrated programme of Farmers' Training and Functional Literacy, has been in operation since 1967-68. The Farmers' Functional Literacy Project was extended from 3 districts in 1967-68 to 10 districts in 1968-69, to 25 districts in 1969-70 and to 60 districts in 1970-71. With this accelerated expansion of the programme from December, 1969, an urgent need was felt, among other things, to organise Regional Workshops of the officers, directly involved in the implementation of the project at various levels and of the different components of the integrated programme, to provide them an opportunity to review the progress and prospects of the programmes, exchange their experiences and to consider measures necessary to strengthen it and to make it field-oriented. These Regional Workshops were organised, in the year 1970, according to the following schedules:—

Region	Place	Dates
1. Southern	Hyderabad	August 6 to 8, 1970
2. Western	Jalgaon	September 20 to 23, 1970
3. Northern	New Delhi	October 22 to 24, 1970
4. Eastern	Darbhanga	December 9 to 11, 1970

The intention was that, following the Regional Workshops, there would be a National Workshop which would provide the opportunity of pooling the national and international experiences in the field of Functional Literacy and evolve a well-planned programme of action for implementation in the years to come. It was decided that, besides the Project Officers, the

international organisations like the UNESCO, the F.A.O. and the UNDP should participate. The National Workshop on Functional Literacy was held at New Delhi from 11th to 19th January, 1971.

2. Comprehensive agenda papers on the following items were prepared by the Ministry of Education and the Directorate of Adult Education:

- (1) India's Experience in Implementing the Programme.
- (2) Progress of Functional Literacy Projects in the States.
- (3) Orientation and Training of Personnel engaged in Farmers' Functional Literacy.
- (4) Materials, Media and Methods.
- (5) Role of Radio in Functional Literacy.

In addition, the following papers on international experience, very kindly supplied by UNESCO, were also included in the agenda papers:

- (1) Functional Literacy: A Method of Training for Development.
- (2) Orientation and Training of Literacy Personnel.
- (3) Experimental World Literacy Programme.
- (4) The Concept of Functional Literacy and its application.
- (5) Integration of Literacy Programmes in Economic Development Projects—The Contribution of Italian Enterprises.
- (6) Literacy Inter-Agency Meeting (1-2 Dec. 1970, Paris).

3. The day-to-day programme of the National Workshop is given in Appendix I of this report. In the First and Second Plenary sessions of the National Workshop, the national and international experiences in the field of Functional Literacy

Projects were presented by Dr. S. N. Saraf, Director, Ministry of Education and Mr. J. C. Cairns, Director, Literacy Division, UNESCO, respectively. In the Third and Fourth Plenary Sessions, the representatives of State Governments and Union Territories made brief presentations of the situation obtaining in their areas.

4. After the presentation of the reports, the National Workshop set up, in the afternoon of January 12, 1971, the following five groups to discuss various items of the agenda in detail:

- Group A—Orientation and Training
- Group B—Materials, Media and Methods
- Group C—Mass Media including Role of Radio in Literacy
- Group D—Research, Experimentation and Evaluation
- Group E—Administration, Organisation and Finance

The five Groups had their meetings on the 13th, 14th and 15th January, 1971. The reports of these groups were discussed in the Fifth, Sixth and Seventh Plenary Sessions of the Workshop on 18th and 19th January, 1971. The reports of the groups were adopted by the National Workshop. The final Report of the National Workshop is given in Section II.

5. In the inaugural session of the National Workshop on 11th January, 1971, Shri T. P. Singh, Secretary, Ministry of Education and Youth Services, gave the welcome address. The National Workshop was inaugurated by the Minister of Education and Youth Services, Prof. V. K. R. V. Rao. Mr. J. C. Cairns addressed the inaugural session of the National Workshop and Dr. Saraf proposed a vote of thanks. Copies of these addresses may be seen in Appendices 2 to 5.

6. Dr. S. N. Saraf acted as the Director of the Workshop and Dr. T. A. Koshy as the Associate Director. The following acted as the Chairmen, Consultants and Rapporteurs of the five Groups:

Group A

Shri D. P. Nayar	Chairman
Shri M. R. Chandrasekaran	Chairman
Mr. J. C. Cairns	Consultant
Dr. N. A. Ansari	Rapporteur
Dr. (Miss) S. K. Agarwal	Rapporteur

Group B

Dr. T. A. Koshy	Chairman
Mr. C. Bonani	Consultant
Shri K. B. Rege	Rapporteur
Shri J. S. Parolkar	Rapporteur

Group C

Shri M. G. Kamath	Chairman
Mr. Michael Wilson	Consultant
Shri B. C. Rokadiya	Rapporteur
Shri S. P. Jain	Rapporteur

Group D

Dr. G. S. Vidyarthi	Chairman
Dr. H. P. Saksena	Consultant
Mr. M. T. Hedegaard	Consultant
Dr. (Mrs.) S. Mulay	Rapporteur
Shri R. S. Mathur	Rapporteur

Group E

Dr. S. N. Saraf	Chairman
Mr. J. C. Cairns	Consultant
Dr. F. M. Ragheb	Consultant
Shri H. R. Gugnani	Rapporteur
Shri S. V. Gupta	Rapporteur

II REPORT OF THE NATIONAL WORKSHOP ON FUNCTIONAL LITERACY

(i) Orientation and Training of Personnel

1. The National Workshop considered the following aspects of orientation and training of personnel engaged in Functional Literacy Project:

- (i) Who will be trained?—The type of workers at different levels, who are to be trained and oriented;
- (ii) By whom?—Agencies who will be taking up orientation and training programme;
- (iii) Where and for how long?—The institutions where orientation and training programme will be organised and the period of training;
- (iv) What provision would be necessary for feed-back and follow-up work?—Programmes of continuous refresher training and orientation facilities;
- (v) What should be the contents of the syllabi of training for different categories of workers?

The issues related to selection and training of different categories of personnel engaged in Functional Literacy Project and also follow-up of these training and orientation courses.

2. *Integrated Approach.*—The Farmers Training and Farmers' Functional Literacy programmes should be well integrated and should not be treated as divergent or parallel schemes. The technical contents of the Farmers' Functional Literacy Programme should be provided by the Department of Agriculture and other concerned Departments. The officers of these Departments should, as far as practicable, visit the Farmers' Functional Literacy Centres and guide the instructors to make the programme job-oriented. The visiting cell of the Ministry

of Information and Broadcasting should also, as and when possible, visit the centres and tape-record the discussions on agricultural problems and relay them for the benefit of other centres. The active cooperation of all the concerned agencies should be ensured at all levels.

3. Teaching, reading and other materials for use by the Instructors of the Farmers' Functional Literacy Programme should be well defined, based on the findings of the survey of needs in the area and prepared in close collaboration with the concerned Departments. The concept of Functional Literacy should be brought out in full. A guide book for this purpose should be brought out by the Centre and supplied to the State and District Level Officers and Supervisors. Similar guide books should be prepared in regional languages by the State Governments and supplied to the Instructors. Training of Teachers should be based on the basic materials prepared for the Project. Due consideration is, therefore, to be given to the preparation of materials on scientific lines before the training and orientation of personnel is started.

4. *Training Cells in the States.*—A batch of 3 to 4 key persons may be selected by each State Government who would serve as a team of key resources personnel for conducting orientation and training courses for the Teachers and Supervisors. These Cells would be responsible for organising all training programmes within the State. The training of these key resource personnel should be organised at the Regional Colleges of Education in collaboration with the Central Directorate of Adult Education.

5. *Orientation and Training of District Officers.*—The orientation and training courses for the District Level Officers, i.e., the Project Officer or Associate Project Officer, may be organised by the Directorate of Adult Education in the Regional Colleges of Education, Agricultural Universities or other Institutions available in the area. The duration of the courses may be one week.

6. Role of Supervisors.—The Supervisor occupies a crucial place in the Project. He has to give guidance and on-the-spot advice to the teachers in regard to the materials, methods and agricultural information on latest farm practices. In view of his crucial role, the supervisor should be fully exposed to agricultural practices and should have proper orientation and training with a thorough agricultural base and preferably he should be a person with agricultural qualifications and background. This cadre of full-time supervisors to assist the Project Officer is considered necessary for the success of the programme.

7. Training of Supervisors.—The training of the supervisors may be arranged by the Project Officer or the Associate Project Officer with the help of the key resources personnel in the State. The duration of the training course should be two weeks. The training courses may be organised in the Regional Colleges of Education, Agricultural Universities, Farmers' Training Centres or other Institutions in which opportunities for observing agricultural operations on the farm are also available. This training may be followed by a refresher course of 2 to 3 days after every 6 months. The refresher courses may also be organised at the institutions mentioned above. Orientation in new innovations and solutions of problems faced in the functional literacy classes should be discussed in these refresher courses. In some States where the Farmers' Functional Literacy Programme is extended to other areas, not directly coming under the purview of the Central Scheme, the Supervisors of such extended areas may also be given the opportunity of attending the initial and refresher training courses.

8. Selection of Teachers.—Teachers may be drawn from the following categories:

- (i) Teachers who are also farmers;
- (ii) Educated farmers.

- (iii) School teachers preferably living in the same village;
- (iv) Teachers having agricultural competence or qualification;
- (v) School teachers having agricultural background;
- (vi) Students of agricultural schools and other institutions.

Selection may be made according to the availability of the personnel in the area. Primary school teachers, at present employed in the Functional Literacy Project, may not be the most suited personnel because of the special nature of the Project.

9. *Training of Teachers.*—The training of teachers may be organised at the District Level by the Project Officer or the Associate Project Officer with the assistance of the key resource personnel and also with the help of the officers of the Department of Agriculture, Agricultural Universities and Colleges and other Technical Departments. The training may be for a period of 6 to 8 weeks, divided into two parts of 3 to 4 weeks each. This may be followed by a refresher course of 3 to 5 days after every 6 months. Such refresher courses may be organised in the Farmers' Training Centres in the District, if available, where facilities for observations and field work are also available. In addition to the refresher courses, the supervisors should arrange for the monthly in-service training of one session (forenoon or afternoon according to convenience) for the teachers under their respective jurisdiction.

10. *Orientation of State Level Officers.*—A special type of orientation course for State Level Officers and the Circle Officers (the Chief Educational Officers) should be organised at the National Level. This orientation programme may take the form of Seminars, Workshops, Study Groups etc. The duration of these programmes may be 3 to 4 days. The State Level Officers of the other concerned Departments may also be required to attend this orientation programme.

11. Inter-State Study Visits and Visits to Countries Abroad.—The Ministry of Education and Youth Services, with the co-operation of State Governments, should encourage Inter-State visits of the District and State Level Officers who are involved in the scheme to observe the working of the programme in the other States. Similarly, UNDP, UNESCO & FAO should be requested to provide facilities through Fellowships to a larger number of officers at the Central, State and District levels who are involved in the scheme for study visits to other countries, where Functional Literacy projects are in operation, so that they could have mutual exchange of experiences and ideas.

12. Retention of Staff.—Trained personnel involved in the scheme, as far as possible, should not be disturbed by transfer from the place of operation. The transfers may not be made for five years and even in case of promotion, as far as practicable, the officers may be retained in the same area.

(ii) Materials, Media and Methods for Functional Literacy

13. The Workshop considered the following aspects of the programme relating to functional literacy:

- (i) Methods to be followed in achieving functional literacy
- (ii) Materials necessary for functional literacy
- (iii) Media that could be used in the programme
- (iv) Tentative programme for producing the materials required for the functional literacy programme.

14. Objectives.—Functional literacy is conceived in the context of social and economic priorities, planned and implemented as an integral part of the development programme. Its ultimate goal is to assist in achieving specific socio-economic objectives by making adults receptive to change and innovations and by helping them to acquire new vocational skills, knowledge and attitudes which they can use effectively. In the light of the

above general objective of functional literacy, the Farmers' Functional Literacy Programme (*Kisan Saksharta Yojana*) has been formulated. It is directly related to a high priority sector of national development, viz., increased agricultural production as it aims at improving the efficiency of the farmers in the special programme of agricultural production known as "High Yielding Varieties Programme" of the Ministry of Food and Agriculture.

15. *Methods for Achieving Objectives.*—The methods to be employed for achieving the objectives of the functional literacy programme should take into consideration the following:—

- (i) the content and the curriculum development for the programme
- (ii) integration of other elements with socio-economic content
- (iii) teaching of language and arithmetic.

16. *Curriculum Construction: Principles.*—The curriculum should be problem-centred so as to deal with the obstacles in the way of achieving the objectives of the programme. The actual problems of the learner should be first identified through a suitable survey with the help of agricultural extension personnel. Based on these problems, the curriculum for that particular area should be developed. Each problem will become an element in the construction of the curriculum. The survey would bring out the elements already known to the farmers and what remains to be given through functional literacy.

17. In the development of such a curriculum, the elements already known would be skipped and those still unknown would be used. The curriculum should also have elements of language and mathematics. While the Workshop agreed that problem-centred curriculum is essential for functional literacy, it also felt that in order to complete a course based on such a curriculum, the present 360 hours of instruction might be inadequate.

quate. This question requires some experimentation before the optimum hours of instruction necessary for a functional literacy course based on problem-centred curriculum could be ascertained.

18. *Materials Necessary for Functional Literacy.*—The materials necessary for functional literacy should consist of a set of three materials as follows:

- (i) Instructional material based on the problems divided into suitable units.
- (ii) Work books for the learners containing exercises to be worked out on each unit.
- (iii) Material for teachers providing instruction on each unit of (i) above.

The instructional material refers to the book or a series of booklets to be used by the farmers in class room learning. They would cover the contents of the curriculum unit-wise. There would also be one on language and another on mathematics. The work books are those designed for giving more practice to the learners on the concepts and skills learnt in the class. The material for the teachers will be in the form of teachers' guide giving suitable instruction on the use of each unit of the instructional material as well as the work books in the class.

19. Preparation and publication of the materials mentioned above, particularly the work books, would cost more than the First Book now under use, and the present budget provision might be insufficient. To make a realistic budget provision under this item, an Expert Group may be set up to produce the necessary material in one language and work out the cost of producing such materials.

20. Regarding the preparation of master copies of the materials, the work should be entrusted to a team consisting of a writer, a technical expert, a pedagogist and an artist. It was not necessary that a separate person should represent each of

these skills as it might be possible to find a person combining two or more of these skills.

21. *Visual Materials*.—In addition to the set of three materials mentioned above, visual material would also be necessary for the presentation of the subject course. Therefore, graphic materials like graphs, diagrams, illustrations and pictographs should be used as instructional material to develop different concepts. Besides these, other visuals available in the field may also be used to support teaching. In particular, the kits containing actual agricultural materials utilised by the Ministry of Food and Agriculture for demonstration should be provided to each teacher in the functional literacy class, along with clear instructions in the teachers' manual, about the use of these demonstration kits.

22. *Teachers Manual*.—The teachers' manual, as mentioned above, should be divided into three parts: (i) general introduction giving the psycho-sociological and economic background of the adult farmers and necessary technical content introduced in the instructional materials, (ii) unit-wise general instructions dealing with technical, pedagogical and the educational aspects of the unit and (iii) specific advice on how to teach a lesson. Uniform format should be used for the teachers' manual prepared in different languages of the country.

23. *Supplementary and Follow-up Materials*.—Regarding supplementary and follow-up materials, it was stressed that a functional literacy course aims at imparting a certain quantum of skills to the workers or the farmers and it is designed with a view to achieving this objective. As such, under the concept of functional literacy, there is no place for supplementary or follow-up materials separate from the main body of the functional literacy instructional materials which will have to be scientifically graded. However, the functional literacy instructional materials should provide for diversity and the volume of practice material. This is needed in view of the ability differen-

tials in the functional literacy groups. As regards follow-up materials, if the course succeeds in achieving its aim, no additional follow-up material would be needed. Of course, the functional literacy course can never be an end in itself. The modern times have brought out the concept of continuing education for workers in all occupations and all men in all walks of life. In view of this modern concept, there should be suitable provision for continuing education beyond the functional literacy course.

24. *Media Programme.*—Besides the Radio support for the functional literacy programme, the possibility of using other audio-visual media in functional literacy should be explored. The use of such media in actual class room teaching would, however, be rather expensive and would require a separate technique of teaching other than the normal one used at present. Such materials, if available, should be utilised for giving additional information and support to the Functional Literacy Programme.

25. Newspapers, magazines and wall newspapers would also have a special place in the Functional Literacy Programme. Wall newspapers dealing with the practical experiences of the participating farmers and the topics of interest to them, if prepared by the teachers or the community leaders, would be very much effective in continuing the habit of learning and in using regularly the literacy skills achieved during the programme. A News-Bulletin may be issued periodically at the district level for the benefit of the project staff in the project, especially the supervisors and teachers. The News-Bulletin should contain agricultural information pertaining to the district, problems faced in the field and their possible solutions. Useful information from UNESCO's News-letter and FTL News may also be published in the News-Bulletin. It should be the responsibility of the Project Officer to bring out the News-Bulletin.

26. Tape records and audio-visual materials should be extensively used in training the teachers for the functional literacy classes.

27. Filmstrips and films have a special place in the audio-visual media and these should be utilised extensively in the training of teachers for imparting to them the necessary technical and pedagogical instructions.

28. *Programme for Producing the Materials in the Functional Literary Programme.*—A comprehensive programme for producing the materials required in the functional literacy programme should be prepared by the Directorate of Adult Education and copies of these sent to Project authorities for possible implementation. As an immediate step, a National Writers' Workshop on the Production of Reading Materials for New Literates should be organised to sort out the existing literature for new literates and to assess the possibilities of their use and to evolve guidelines for future production. Among other things, Regional Level Writers' Workshops should be organised and Second Books, Teachers' Guide, graded Supplementary Materials prepared.

29. *Mobile Vans.*—It would help if there is at least one mobile van fitted with projector and other audio-visual equipment such as films, filmstrips on improved agricultural operations in each district where the Farmers Functional Literacy Programme is in operation. This van should go round the various centres and arrange for necessary demonstration. The UNESCO may be asked to provide this assistance.

(iii) **Mass Media including Role of Radio in Functional Literacy**

30. The Workshop considered the various media that should be utilised in the programme of functional literacy. It listed radio and television, printed literature, films, posters, charts, exhibitions and folk arts as the important media that could be harnessed for such use.

31. *Allotment of Time for Functional Literacy in Broadcasts.*—The Radio Stations should consider allocation of time exclusively for broadcasts relating to functional literacy.

32. *Listening Facilities.*—There is a great need for supplementing listening facilities to the rural audiences, specially those who are participating in the programme of Farmers' Training and Functional Literacy so that fuller use of radio programmes could be made. All resources, therefore, should be fully tapped to provide listening facilities to the potential groups. Apart from community listening sets and the radio sets provided to the Charcha Mandals, use of radio sets provided to V. L. W's in certain areas as well as radio sets with individual owners in the village itself should also be made so that a larger listening clientele could be built up.

33. *Radio and Functional Literacy.*—A two-way traffic between the participants of the Functional Literacy classes and All India Radio Stations should be built up. The district Radio Contact Officer provided under the Farmers' Training Component should also take over the liaison work of Functional Literacy with AIR. For this purpose he should be in day-to-day contact with the Project Officer of Functional Literacy in the district.

34. *Radio for Motivation.*—The radio can play a strong role in motivation and therefore, apart from the recorded radio talks and success stories of farmers who have become literate, there should be a continuous flow of programmes regarding Functional Literacy such as news items, announcements and also achievements and progress reports. Success stories from other countries should also be broadcast.

35. *Radio as a Teaching Aid.*—Broadcasting lessons in the pure form of the language is not desirable. The broadcast should be only in the languages in which the primer used in the functional literacy classes itself is written. Since experience in using the radio as a teaching aid is lacking in this country, it may be useful to take up micro experiments on one or two

radio stations in the first instance. For this purpose a committee consisting of representatives of All India Radio, experts in the field of adult literacy, agriculture and mass communication needs to be set up. This committee should decide—

- (a) the form of broadcast
- (b) duration of the broadcast programme, and
- (c) ways of utilising such broadcasts by teachers for improving their teaching competence.

The experience gained after the project period should be evaluated and, if found suitable, should be extended to other parts of the country.

36. Television as Teaching Aid.—As in the case of radio, experiments should also be tried out with television as a teaching aid, to begin with, at Delhi to gain some experience under Indian conditions.

37. Role of Publications as a Mass Media.—Publications, as mass media, have a very limited application in the motivational phase of functional literacy. However, publications dealing with success stories in functional literacy, both in India and abroad, would be of importance and should be produced and distributed, so as to create a desire in the groups to take up functional literacy. As the Farmers Training Centres have resources and facilities, they should take the responsibility of bringing out publications on success stories. The Project Officers should provide the material for such publications to the Farmers Training Centres.

38. Role of Newspapers.—Newspapers in regional languages are considered a very highly suitable medium for use in the project. The functional literacy centres should regularly subscribe to the regional newspapers for use at the centres. The editors of daily or weekly papers may be induced to have one or two columns in their weekly editions for providing material of interest to new literates. This should be printed as a regular

feature every week. The farmers training centres should also be induced to include special features on functional literacy programme in their bulletin and newsletters which are issued from time to time. This could be printed in bolder type and specially intended for the new literates. It would be the Project Officer's responsibility to feed the newspapers, bulletins and newsletters on a continuous basis. The provision of subject columns and features on functional literacy programme would also lighten the burden of providing separate reading material for neo-literates and at the same time provide the medium to improve their technical knowledge on agriculture and allied subjects of interest to them.

39. *Posters.*—Posters had a comparatively lower place among the mass media, but depending upon the situation, posters could also be put to use in the pre-functional literacy stage for creating the necessary motivation, provided the poster lay-out is done with greater emphasis on the pictorial aspects. Since the treatment of such a medium requires a very specialised knowledge, the Government of India should prepare some model designs for trial and adoption by the States.

40. *Charts.*—Although charts have a limited value as mass media, the Government of India should prepare model charts which could effectively be used for instructional purposes in functional literacy programmes.

41. *Role of Films.*—There is at present a lack of the right kind of films which could be used at pre-functional literacy stage. Therefore, the production of suitable films with sufficient number of copies to meet the requirements of all functional literacy centres should receive consideration. It is necessary that such films are produced on a localised basis so that the audiences may feel involved and get the messages directly from them. During the next year or two, some films on functional literacy should be produced and the Ministry of Education and Youth Services should provide funds for making the films. One or two of such films should be on teaching

methods for use as a part of the training of the trainers in the functional literacy programme.

42. *Exhibitions.*—Exhibitions, as a medium of communicating technical information, are being utilised in Farmers' Training all over the country. Mobile exhibitions put up under the Farmers Training programme could also be utilised for motivational purposes in functional literacy by adding a few panels on functional literacy. This calls for a coordinated planning.

43. *Folk Arts.*—Folk songs, dramas, puppet shows and other forms of folk art could also be fully utilised for providing necessary motivation among the rural people in areas selected for functional literacy. For this purpose, several agencies such as Field Publicity Units and the Social Education Departments which are already in the field and utilising the various forms of folk art should be pressed into service.

(iv) Evaluation, Research and Experimentation

44. The Workshop considered the following aspects:—

- (1) Problem surveys.
- (2) Action Research.
- (3) Surveys in the initial phase.
- (4) Surveys in the operational phase.
- (5) Surveys in the post-experimental and terminal phase.

45. *Evaluation Studies and their Purposes.*—Evaluation should be accepted as an on-going process interacting with all the relevant aspects of the programme on a continuous basis and providing valuable data for programme planning and development as well as for its continuing improvement in the light of experience and eventually furnishing evidence as to the extent to which pre-determined objectives have in fact been achieved. This inter-action necessitates developing evaluation as a component

service for the programme and effective team work among the several project functionaries.

46. *Problem Surveys.*—In view of the comprehensiveness of the concept of evaluation, the range of its scope and the dimension of the time-span, evaluation tasks should be examined and analysed in the context of the phase of programme development that is at the three stages, namely, preparatory, operational and post-experimental or terminal. During the preparatory phase of the programme, rational decisions have to be made on a number of vital issues concerning the selection of villages, identification of instructors, location of literacy centres, organisation of supply line of equipment and other requirements, etc. Decision making calls for evidence which must be collected through initial surveys. The development of a functional curriculum and the preparation of appropriate materials calls for an understanding of the problems of the farmers in relation to agricultural tasks in the different months of the year. These problems have to be analysed in the context of the High Yielding Varieties Programme. Problem surveys would be most valuable in arriving at specific operation objectives and thereby laying down the requirements for curricula and instructional materials.

46. *Action Research.*—The operational phase is characterised by a search for the strengths and weaknesses of the alternatives for experimentation under the Project. In addition, to carefully laid out experimental studies, the instructors, supervisors and other functionaries would undertake action-research and self-evaluation for improving functional literacy methods and techniques.

48. *Feed Back.*—At the termination of the experiment the results have to be fed into the programme so as to improve effectiveness. It is crucial that an objective evaluation be made of the changes brought about at several levels namely the participants, community, etc. In addition, several studies should be

undertaken for specific objectives, for example, process studies to analyse the interaction leading to change with a view to explaining the same, cost effectiveness studies and cost-benefit studies, organisational effectiveness studies, etc.

49. Several functionaries, departments and agencies would be involved in the different types and aspects of evaluation and that the totality of the evidence gathered would be crucial for judging the effectiveness of the programme.

THE PREPARATORY PHASE

50. *Initial Surveys.*—After the selection of the area for the introduction of the programme, a village survey schedule should be completed for each village with a view to selecting the communities for inclusion in the Functional Literacy programme, identifying instructors, locating classes, planning the supply of equipment etc. A Proforma for this initial survey is given to Annexure L.

51. The initial survey could be done by functional literacy instructors, school teachers and such other workers available at village level. With their intimate knowledge of the village, the personnel at the village level should be able to complete the Proforma without much difficulty. In the case of big villages the area should be broken up into Mohallas/Thanas/Panas, etc. In some cases it may be necessary for the persons collecting the data to make a few house visits and record the same on the spot.

52. Every instructor or every worker collecting the data should be supplied with a copy of instructions written in clear terms as well as a copy of the completed proforma. In view of the simplicity of the proforma, it may not be necessary to train the workers in this regard. However, if the instructors and the workers meet at suitable places, a brief training programme should be arranged by functional literacy supervisors.

53. *Problem Surveys.*—A small team comprising a literacy methodologist, a social scientist and an expert in agriculture should select a few villages, representative of the area, and make on-the-spot studies of the problems faced by the people, and in the light of the findings arrive at the instructional requirements related to the achievement of the objective of increasing agricultural productivity. These educational requirements would provide the foundation for developing an integrated agriculture-oriented and problem-centered curriculum.

54. Depth and un-structured interviewing should be more suitable for problem studies; however, it would be necessary to prepare interview check-lists, observe conditions in the villages and analyse local records. The district staff in functional literacy and agriculture, particularly, the Functional Literacy officers and the Farmers' Training Institute instructors should be the most suitable personnel for problem surveys.

55. The purposes, methods and techniques of problem surveys should be included in the training programmes for selected district level officers.

56. The problem surveys in selected areas may be undertaken by specialised agencies with assistance from the Central Government.

OPERATIONAL PHASE

57. *Areas for Experimentation.*—In each district a few studies should be designed to test the strength and weaknesses of alternative ways of approach in regard to the several aspects of functional literacy. These studies would be most valuable for improving the effectiveness of the programme. As an illustration, the following areas and topics could be taken up for experimentation:

- (i) *Instructor Recruitment.*—The possible alternatives are: school-teachers, agricultural workers and progressive farmers. The studies could be designed

not merely to compare the effectiveness of the three sources of recruitment but to analyse the qualities needed in an instructor for imparting effective instructions and to find out the extent to which different types of people possess these qualities.

(ii) *Instructor Reward*.—The possibilities are: no remuneration, reward on per-month basis and reward depending on the quality of work.

(iii) *Methods of Literacy*.—The alternatives should be elaborated by specialists in methods and materials.

58. Selected districts should draw up a list of areas and topics for experimentation. In view of the availability of high level expertise at the Centre, the Delhi Union Territory should be specially developed as a laboratory to test out the approaches, methods and techniques for functional literacy.

59. As far as possible, instructors, supervisors and others should be encouraged to take up action-research and self-evaluation to augment programme effectiveness in specified areas such as work among women, use of radio and television, etc.

60. The experimentation studies will have to use sophisticated research methods and statistical procedures and these should be spelled out in relation to the areas and topics selected. All the Project personnel and university and research institutions in the area should cooperate in making experimentation studies. The methods and techniques for experimentation and action-research should be included in the training programme for district level officers.

61. A list of topics for experimentation should be drawn up by the Central Directorate of Adult Education and financial estimates prepared and funds provided to various research institutions or experts through Central budget.

POST-EXPERIMENTAL AND TERMINAL PHASE

62. *Specific Operational Objectives.*—The measurement of the impact of functional literacy is of the greatest importance and no further delay should occur in the establishment of bench-marks with which subsequent measurements could be compared. This would require the preparation of a list of specific operational objectives *i.e.*, concrete measurable changes in the context of local conditions. The highest importance should be given to this aspect of the programme.

63. *Minimum and Recommended Indicators.*—With a view to developing a comparable and India-wide pattern and to relate the same to the international frame-work, the list of minimum and recommended indicators, prepared at the 1970 meeting of the UNESCO Evaluation Panel was considered. A list of practicable and feasible indicators in the Indian context was prepared and may be seen at Annexure II. For each indicator, measurement procedures and tools will have to be elaborated.

64. The evaluation personnel should give urgent attention to the formulation of indicators separately at the participant, class, family and community levels and develop tools and procedures for the establishment of bench-marks.

65. At the earliest, a selection should be made of 6 to 8 districts for scientific measurement of impact and a sample drawn of about 8 to 10 villages in each district for the establishment of community level bench-marks. At the participant level, a sample of about one thousand and five hundred participants (1200 experimentals and 300 controls) was considered adequate and manageable.

66. The measurement studies would utilise all the methods namely, questionnaires (for literate respondents like instructors and field supervisors, interview schedules, observation (including participant observation) and examination of records. The main-

tenance of records and the submission of periodic returns is basic to the development of good evaluation plans. Proformas of returns and records should be drawn up as early as possible and procedures established for the transmission of data from villages to blocks and districts and onwards to the State and the National evaluation unit.

67. It is important that plans for the processing and analysis of data are formulated prior to field work. The writing of the plans contributes to specificity as well as objectivity. There should be a viable functional literacy evaluation unit linked to the overall national evaluation organisation for the project, comprising specialists from the three concerned Ministries and related organisations.

68. At the district level, the Functional Literacy Project Officer, the instructors at the Farmers Training Centre and other local functionaries and organisations will have to play an important part in planning and implementing evaluation field work. The evaluation tools must be worked out in close consultation with the inter-departmental personnel. Local workers will have to be deputed for data collection keeping in view the criteria of competence and objectivity. They must be trained at the district level in the methods and techniques of interviewing as well as observation.

69. The National evaluation unit should prepare as early as possible, a frame-work for training in evaluation and research for the following two categories of workers:

- (i) District level officers including the district functional literacy officers, instructors of farmers training institute, etc.—although basic training in evaluation and research should be given to all district level officers in the project (and this could be done by adding the subject to the syllabus), it would be necessary to select one in a district to remain specifically in charge of evaluation. A special workshop

should be organised for training these district level officers entrusted with evaluation work.

- (ii) Investigators for collecting the data at the field level.

70. Cost-benefit Studies.—In view of the complexity of cost and benefit computations, the studies in this area should be taken up after the project has registered some further progress. A beginning in cost-benefit and cost-effectiveness analysis should be made after a year or two.

71. Role of Universities etc. in Evaluation.—Every effort should be made to interest Universities and research institutions in the designing of the evaluation exercise as well as field work. They will have an important role to play particularly in regard to special studies such as process studies, organisational analysis, etc.

IMMEDIATE TASKS IN EVALUATION

72. The immediate tasks in evaluation are as under:—

- (i) *The Preparation of the Overall Design.*—Although there is a general agreement on the approaches to sampling, controls and methods, the details of the design should be reduced to writing and the evaluation plans for functional literacy, farmers training and farm and home broadcasting integrated into the overall framework geared to the objective of increasing agricultural productivity.

- (ii) *Selection of Area.*—About 6 to 8 districts should be selected for scientific evaluation of the impact of functional literacy. In each district 8 to 10 villages should be selected for the establishment of community level bench-marks.

- (iii) *Establishment of Administrative Structure.*—At the national level a nucleus structure already exists. It will have to be strengthened and officers assigned on a full-time basis. At the district level, competent persons should be identified early and suitable structure set up.
- (iv) *Training.*—A Workshop for evaluation should be held for district level officers in charge of evaluation, and
- (v) *Construction of Measurement Tools.*—Literary tests, interview scheduled observation guides, etc. must be prepared and tested keeping in view specific operational objectives and norms at the participants, class, family and community levels.

(v) **Administration, Organisation and Finance**

73. The National Workshop considered the following aspects of the programme relating to administration, organisation and finance of the Functional Literacy Project:—

- I. Inter-Departmental Collaboration and Coordination.
- II. Administration and Organisation,
- III. Financing, and
- IV. Linking functional literacy projects as integral part of the national movement for mass literacy.

INTER-DEPARTMENTAL COLLABORATION AND COORDINATION

74. *Vertical Coordination.*—As the Farmers Functional Literacy programme is an 'integral' part of the joint Project of "Farmers' Training and Functional Literacy", it is necessary that there should be proper coordination among the different components of the project at all levels. In order to ensure effective integration and coordination of the Functional Literacy Programme with the Farmers Training and Farm Broadcasting Programmes vertically, it is necessary to set up Coordination Committees at the State, District, Block and Village Levels where these have not already been set up.

75. The coordination, at the *National Level*, is provided through the Inter-Ministerial Coordination Committee on Farmers' Training and Functional Literacy Project consisting of representatives of the three Central participating Ministries as well as the representatives of the UNDP, FAO and UNESCO. This Committee periodically reviews the progress of the Joint Project and gives guidelines for future course of action from time to time. The State level committees would be informed about the decisions of the national level committee.

76. At the *State Level*, the project envisages the setting up of State Coordination Committee consisting of the representatives of the Departments of Agriculture, Community Development, Education and All India Radio. This Committee would implement the policy decisions of the National Committee and provide leadership, guidance and solution to the problems brought to its notice by the District Level Committees. The decisions taken by the State Level Committees would be conveyed to the national level Inter-Ministerial Coordination Committee.

77. At the *District Level*, the State Governments should set up District Coordination Committees consisting of officers of the Department of Agriculture, Education, Cooperation, District Information Officer, Chief Instructor, Farmers' Training, Officer Incharge of National Demonstrations and one or two progressive farmers. The functions of this Committee, among other things, would be to plan, formulate and implement the training and literacy programmes for the district, to review the implementation of the project and its progress and to offer solutions to the problems encountered in its execution.

78. Below the District level, the District authorities should set up the Block level and the Village level coordination committees consisting of office bearers of the Panchayat Samiti at Block level and office bearers of the Gram Panchayat at the village level and functionaries of the Departments of Agriculture, Education, Cooperation and Development, the representa-

tives of the District Information Office, the members of the staff of the Farmers' Training Centre, Personnel Incharge of National Demonstrations, Headmasters of Secondary and Primary Schools and some progressive farmers suitable for the appropriate level. The functions of these committees would be to plan implementation of the project, to review its progress from time to time, enthuse people to participate more and more in the project and mobilise the local resources for the programme and to offer solutions to the problems encountered in its execution. In these Block and Village level committees, it is also specially necessary to include the All India Radio personnel of appropriate level in order to facilitate the publicity work during the enrolment drives and the intervening period when the classes are in session.

79. *Broad-based Coordination Committees.*—The composition of the coordination committees should also be made more broad-based than at present and should consist of not only the representatives of the 3 concerned departments, but should also include representatives from the Directorate of Public Relations, Development Department or Department dealing with rural development, appropriate local institutions and voluntary organisations as well as progressive farmers. In the block and village level committees, the rural radio forums should form an effective link with the All India Radio personnel at the district level in enlisting the radio support to the functional literacy programme and to facilitate the publicity work during the enrolment drives and the intervening period when the functional literacy classes are in session.

80. *Collaboration among Co-ordination Committees.*—Even among the various Coordination Committees themselves at all levels, a close liaison and working arrangement should be established. This could be done, among other things, by inviting members of the district level coordination committees, by rotation, to the State level coordination committee. The same procedure may be followed in the case of district level committees *vis-a-vis* the block level committees and the block level committees *vis-a-vis* village level committees.

81. *Horizontal Coordination.*—In regard to horizontal co-ordination of the functional literacy programme with farmers' training and farm radio broadcasting components, it is considered that instead of the three-dimensional approach in the implementation of the programme, the approach should be multi-dimensional. Thus, in the matter of preparation of reading materials, training of functional literacy personnel at different levels, evaluation and other allied matters, apart from the concerned technical officers of the concerned departments at different levels, the appropriate local institutions and voluntary organisations may also be closely associated. Thus, working groups of officers of the agricultural university/college and other institutions connected with agro-industries, horticulture, home science voluntary organisations, rural industries, pilot projects, etc. may be set up at the district and local levels to assist in organizing training programmes and in the preparation of instructional and reading materials for the functional literacy programme.

82. *Newsletters.*—To promote further coordinated approach in the implementation of the integrated programme, the F.T.L. Newsletter has to play an important function by way of publicising the decisions of the National Level Coordination Committee, by reporting the successful experiments carried out in the country and also highlighting the results of useful experiments and projects outside India. The Ministry of Education and Youth Services may also bring out a monthly journal (*Literacy Newsletter*) on the lines of the Unesco Literacy Newsletter and circulate it to all Project Officers at the district levels. The Journal should report on the progress of the Project as a whole and should serve clearing house functions.

83. *Integration—Linkings Between Various Functionaries.*—Apart from the setting up of the Coordination Committees, integration among the functionaries of the three programmes at various levels has to be achieved. This can be done by identi-

ifying and establishing concrete points of linkage among them. A suggestive list of such linkage points is given below:—

- (i) The concerned technical officers of the Agricultural Department should be closely associated in the training programmes for the supervisors and instructors of Functional Literacy Classes in order to be able to impart appropriate and the latest agricultural information to the trainees.
- (ii) The officers of the Agriculture Department should keep the supervisors and teachers in charge of functional literacy programme posted with the latest information about the National Demonstration Scheme and such other programmes. The functional literacy personnel should avail themselves of the opportunities offered under these programmes.
- (iii) The extension literature produced by the Agriculture Department should be done in consultation with the personnel in the field of Adult Education and Functional Literacy in order to suit the literacy levels of the new functionally literate adult farmers.
- (iv) The new functionally literate adult farmers should be included in the Agriculture Study Tours for the farmers arranged by the Department of Agriculture.
- (v) The concerned officers in charge of Adult Education and Functional Literacy should associate their counterparts in the Agriculture and Information department in the evaluation of the Functional Literacy Programmes, through the formation and visit of joint teams of officers in charge of the three programmes to the Functional Literacy Centres.
- (vi) Similarly, in the preparation of teaching and reading materials related to the Functional Literacy Programme, the officers in charge of the Farmers Training and Farm Broadcasting Programmes should be closely associated.

- (vii) All India Radio should be actively involved in programming timely announcements about the location and running of functional literacy centres in the districts as also in the enrolment drives launched by the Education Department. For this purpose the officers-in-charge of the Functional Literacy Programme at the District level should keep in constant touch with the Farm Radio Officer of the Farm and Home Unit of the concerned Radio Station.
- (viii) The constant contact with the concerned Farm and Home Unit should also help the officer-in-charge of the Functional Literacy Programme to plan the timing of the special programmes for adult learners so that these are beamed at the commencement of the class and are thus used by the teachers for initiating discussions in the class. The close contact between the concerned officers of the two programmes should facilitate the timely broadcasts of the information sought by farmers on the various problems referred to the Farm Radio Officers.

The above list is suggestive of the areas where close co-operation among the functionaries of the three programmes of the Joint Project of Farmers Training and Functional Literacy would greatly help in integrating the programmes of the Joint Project. The Project authorities at the State and District levels should identify many such linkages and strengthen them adequately.

ADMINISTRATION AND ORGANISATION

84. *State Level Officer.*—For the successful implementation of the programme, the need for an effective administrative machinery, both at the State and district levels, cannot be over-emphasised. At the State level, it is necessary that an officer of an appropriate status should be in charge of the programme and this officer may preferably remain in charge of the scheme

during the Fourth Plan Period in order to ensure continuity in the operation of the programme. This officer should have supporting staff dealing with adult education and the functional literacy programme.

85. *District Project Officer and Associate Project Officer.*—Social Education Officer—would be burdened with several other in-charge of adult/social education should be in overall charge of the programme. This officer should be designated as the Project Officer for the purpose of the Farmers Functional Literacy Programme. But as this officer—if he is not the District Social Education Officer—would be burdened with several other duties relating to general education, it is necessary, for an effective implementation of this important programme, that there should be a full-time Associate Project Officer for adult education and functional literacy programme working under him. This full-time officer should be of the rank of Deputy District Education Officer and he should be exclusively in charge of adult education, functional literacy and other allied fields, such as libraries, reading materials, training of adult education personnel, etc. However, in States where the State Governments have already a separate cadre of District Social Education/Adult Education Officers at the district level, these officers should be the Project Officers for the functional literacy programme. The Associate Project Officer should continue to hold charge of the Functional Literacy Programme for a minimum of 3-4 years and further he should be supported by an identifiable separate unit and staff to assist him in his day-to-day work.

86. *Role of Project Officer.*—The role of the Project Officer would be that of a manager of the programme. He would ensure the proper establishment and running of functional literacy centres, supervision of functional literacy classes, organising training programmes of literacy teachers, distribution of reading materials, submission of periodical progress reports, etc. He would establish working arrangements with the other two components of the project, viz., farmers' training and farm radio broadcasting and enlist the cooperation of not only the concern-

ed officers of the Agriculture and Information departments at the district level, but also the other appropriate institutions related to horticulture, agro-industries complex, as well as voluntary organisations and workers. He would also enlist public participation and the support of the local people as well as organisations with a view to involving the community in the programme. He would be responsible for preparing and furnishing periodical reports on the progress of the Functional Literacy Programme both in terms of quantitative and qualitative achievements.

87. *Supervisors.*—The Project Officer should be assisted either by at least two full-time supervisors or six part-time supervisors at the ratio of 1 for every 10 classes. In the case of part-time supervisors, the ratio of 1:10 is only suggestive and may change in accordance with the local conditions. The supervisors would be directly responsible to the Associate Project Officer and through him to the Project Officer. The part-time supervisors may be paid a monthly honorarium of Rs. 50 p.m. and they would be expected to provide their own conveyance.

88. *Functions of Supervisors.*—The role of supervisors is considered as very crucial to the success of the programme. He is not merely to go round and inspect the classes, but should be able to give guidance, on-the-spot advice to the instructors in regard to materials, methods and agricultural information on the latest farm practices, etc. In view of his role, therefore, the supervisor should be fully exposed to agricultural practices and should have a proper orientation and training course with a thorough agricultural bias, and preferably he should be a person with agricultural qualifications and background. This cadre of full-time supervisors to assist the Project Officer, Associate Project Officer is considered necessary for the success of the programme.

89. In order to ensure mobility to the supervisors in their day-to-day work, of supervising the work of the 60 or even more Functional Literacy classes located in different villages, he should be given such facilities as the allotment of a motor-cycle, scooter on a priority basis. For this purpose, his duties should be considered as predominantly field duties.

FINANCING

90. The functional literacy project must, out of sheer necessity, be least cost-oriented so that it can be multiplied in various parts of the country. This aspect should not be over-looked and the State Governments, who actually have to implement this programme, should come forward for greater involvement in it not only in implementing it but also in supporting and financing it. Further, State grants also cannot solve the problem. The important issue to be considered should be how to mobilise people's participation and involve the community in this programme. Ultimately, this programme has to be the people's programme. People have not only to participate in the programme but also to make it their own and mobilise the necessary resources for the continuation of the programme as and when the Central assistance stops. This is bound to happen as the Central grant cannot continue for ever. Local people, therefore, will have to mobilise necessary support from all voluntary and other organisations and also mobilise the necessary resources to continue the programme if they think it is really of benefit to them in their economic and other activity. This is the critical test of the programme and indication of its real success. It would be necessary to implement these suggestions in the wider interest of the success of the programme.

91. The costing pattern of the scheme, as given below in detail, was considered:—

I. Cost of one literacy class of 30 adults for an initial period of 6 months.

A. Salary/Honorarium/Training etc.

	Rs.
(i) Salary/Honorarium of one Instructor at Rs. 20/- p.m.	120.00
(ii) Salary of Supervisor at Rs. 50/- p.m. 1/10 of supervisor of one class	30.00
(iii) Training of Instructor or Teacher	50.00
(iv) Training of Supervisors at Rs. 30/- p.m. 1/10 of Supervisor for one class	3.00
(v) Provision of training of Instructors and supervisors who may drop out, 10 per cent of the cost of (iii) and (iv) above	5.00
	208.00
	(Say Rs. 210)

B. Equipment :

(i) Non-Recurring

(a) One Petromax (Rs. 60), Two Hurricane Lamps (Rs. 8 each) plus spares at 10 per cent (Rs. 7.60)	83.60
(b) Maps and Charts, etc.	15.00
(c) Follow-up material—Rs. 3 per set of 5 books—6 sets with spares at 33 per cent ($3 \times 6 = 18$ plus 6 = 24)	24.00
	122.60
	(Say Rs. 125.00)

(ii) *Recurring*

(a) Slates (70 paise each)—30 with spares at 10 per cent	23.50
(b) Note-books (Re 1/- each)—30 with spares at 10 per cent	33.00
(c) Primers etc (Re 1/- each)—30 with spares at 10 per cent	33.00
(d) Instructors kit	8.00
(e) Kerosene oil	80.00
(Say Rs 175)	172.50
TOTAL	510.00

II Cost of one literacy class in the subsequent half yearly periods.
Rs 510=Rs 125 (Non-recurring costs)=Rs. 385.00.

NOTE: The above items of expenditure may require some variations depending on local conditions; petromax and lamps may not be necessary if electricity is available, or the State Education Department already has supplied of certain non-recurring/recurring items which could be utilised for these classes.

92. The cost of making an adult functionally literate under the schematic budget provided by the Central Government should be reduced by mobilising all the local resources. This can be done if the expenditure on the following items can conveniently be borne by the local people, district administrations and panchayat samitis and non-governmental agencies and other philanthropic bodies:—

Equipment	Cost per class of 30 adults
(i) <i>Non-recurring</i>	
(a) One Petromax (Rs 60 Two Hurricane Lamps (Rs 8 each) plus spares at 10 per cent (Rs 7.60)	83.60
(b) Maps and charts, etc	15.00
(ii) <i>Recurring</i>	
(a) Slates (70 paise each) with spares at 10 per cent	23.50
(b) Note-books (Re 1 each) with spares at 10 per cent	33.00
(c) Kerosene Oil	80.00

The savings which may accrue therefrom, should be utilised for the following items for which no provision had been made in the schematic budget:—

- (a) Conducting initial surveys of the areas where the functional literacy classes are proposed to be set up;
- (b) Meeting the T.A./D.A. etc. of the supervisors of the functional literacy classes;
- (c) Other unavoidable items of expenditure connected with the strengthening of the content of the programmes;
- (d) Preparation of instructional materials;
- (e) Training of supervisors;
- (f) Expanding the programme by opening additional, functional literacy classes in the district over and above the 60 classes, as indicated in the scheme.

The schematic expenditure on the above mentioned items would thus reduce the *per capita* cost of making an adult functionally literate under the schematic budget of the Central Government from Rs. 27 per adult to Rs. 21 per adult.

93. *Release of Grants.*—In order to ensure the smooth running of the functional literacy centres, it is necessary that there should be timely release of grants to the district level/project officers. The State Governments should devise simplified procedures so that the funds are released to the district level Project Officers/Associate Project Officers on a regular basis. They should ensure that there is no delay in making available funds to the project people because of routine procedural formalities. The copies of sanction letters in respect of Central grants released to the State governments should be endorsed to the State level and district level officers/Project Officers and Associate Project Officers.

94. *Continuation of Project beyond Fourth Plan.*—The project, which will be implemented in 100 districts by the end of the Fourth Plan, should continue in the Fifth Plan. An overall view in regard to its continuation, as part of the normal budget of the Central and State Governments, may be taken early after the three Ministries concerned considered the matter, and any decision taken in this regard may be communicated to the appropriate bodies and agencies, like the Ministry of Finance, Planning Commission, Finance Commission and State Governments. The necessary provision for continuing the existing projects should be made in the normal budget of the State Governments.

95. *Additional Projects in Fifth Plan.*—Additional districts should be taken up as part of the integrated programme of Farmers' Training and Functional Literacy during the Fifth Plan. Concrete proposals in regard to this may be worked out and placed before the Planning Commission at the appropriate time.

LINKING FUNCTIONAL LITERACY AS INTEGRAL PART OF NATIONAL MASS LITERACY MOVEMENT

96. Mass literacy is perhaps as urgent a task as the selective programme of functional literacy. The links between the two programmes have to be identified and then strengthened at appropriate levels. The two movements should converge so that ultimately all literacy becomes functional. Pilot projects are not ends in themselves; they are meant for duplication, triplication and multiplication and it is this cardinal principle which has to be kept in view.

97. Mass programme of literacy should provide the base for implementing functional literacy programme. The highly motivated neo-literates who had gone through the initial course of mass literacy, should be enrolled in functional literacy classes. The other important points of linkage between the two programmes are in regard to the preparation of materials, methods and mass communication techniques used in the functional

literacy programme. Further concrete linkage between the two programmes should be provided at the points of training of personnel and organisation and administration. For this purpose the Project Officer at the District level, who would be responsible for both the Functional Literacy and mass literacy programme in his district, should provide the linkage at the various operational points.

98. *National Workshop.*—In order to study further the possible points of linkage between the two programmes, it would be useful if a National Workshop is held in Maharashtra, where the mass programme of literacy known as the Gram Shikshan Mohim and Functional Literacy are in operation so that the participants have an opportunity of studying at close quarters, the functioning of the two programmes and the possibilities of its extension to other States.

III

ANNEXURE I

PROFORMA FOR INITIAL SURVEY OF THE AREA AND ADULTS ENGAGED IN FARMING

Purpose of this initial survey of the area and the adult farmers living therein, for which this proforma has been devised, is to collect information on various aspects such as:

- (a) The current status of literacy in the area;
- (b) Institutions, voluntary organisations, and educated individuals in the area;
- (c) Personal data of literate and illiterate farmers regarding their level of literacy, economic status, agricultural production, especially of high yielding varieties of crops; and
- (d) Reactions of farmers towards the use of functional literacy in their vocation.

The proforma is in two parts. Part I is in respect of information under (a) and (b) above and Part II in respect of (c) and (d).

PART I

1. Name of the village.....
2. Name of the locality (Mohalla).....
3. District State
4. Total population of the area to be covered.....
No. of Males (in the age group
No. of Females 15-44)

5. Main occupations of the inhabitants of the area:

6. Educational Information:

(a) Total No. of illiterate persons:
(in the age group 15-44)

(b) No. of educated persons under the following categories:

(i) Literate (those who can read and write)

(ii) Persons having primary education

(iii) Persons having middle education

(iv) Persons having high school education

(v) Persons having Higher Secondary Education

(vi) Persons having College/ University education

7. Names of leaders and influential persons of the area who could be of help to the programmes.

8. Existing educational institutions in the area:

(i) List of Primary Schools along with the teaching staff

(ii) List of Middle Schools along with the teaching staff

(iii) List of Hr. Secondary Schools along with the teaching staff

- (iv) Colleges, if any, along with the teaching staff.
- (v) Any other (specify) along with the teaching staff.

9. Other agencies which exist in the pilot area which could help in the programmes. List of the agencies such as, Panchayat, Youth Club, Municipal Corporation, Voluntary Organisations and along with their main activities.

10. The nature of assistance which could be available from the educational institutions for the Project:

- (i) Accommodation for holding classes.
- (ii) Class room equipment.
- (iii) Voluntary Services of the teachers.
- (iv) Supervision of the classes.
- (v) Any other (specify).

11. Date of Survey _____

Name of Interviewer.

PART II

Date _____

S. No. _____

Name of the Village _____

Distt. _____

State _____

A. Personal Data:

1. Name of the respondent _____

Sig. _____

2. Age _____

3. Sex _____

Male/Female

4. Marital Status _____

Unmarried, Single

Married

Widow/Widower

Separated/Divorced

5. Caste _____

6. Occupation in Agriculture:

(a) Owner Cultivator

(b) Rent Receiver

(c) Tenant Cultivator

(d) Agricultural Labourer.

7. Family composition (List only the members engaged in farming, both male and female)

Sl. No.	Name	Rela- tionship	Age	Marital Status	Literate or Ill- literate	Educational Standard	Occu- pation	Remarks
1	2	3	4	5	6	7	8	9

8. Land Holdings

Area of land owned

Area of land under cultivation

9. Agriculture of the land

(Give last year's record of the cultivated crop land)

Name of Crop or V.V. Group	Variety of seeds used	Type of Fertilizer used	Type of manure used	Area Cultivated in acres	Yield per acre	Remarks
1	2	3	4	5	6	7

a. Wheat

b. Rice

c. Maize

d. Jowar

e. Bajra

10. Literacy and Educational Background

1. Did you ever go to School?

Yes/No

2. Did you ever go to College?

Yes/No

2. If 'Yes', upto what standard did you receive education?
Specify:

- (i) Primary.....
- (ii) Middle
- (iii) Higher Secondary
- (iv) Intermediate
- (v) Graduation.....
- (vi) Post-Graduation.....

3. If 'No', did you go to any literacy class held in your village? Yes/No.

(Specify duration of your attending the class)

4. If 'Yes', which of the statements are applicable to you?

(i) I dropped out and did not learn anything (Specify reasons, if any)

(ii) I learnt everything but forgot everything that I learnt (Specify reasons, if any)

(iii) I can do (a) reading, (b) writing, (c) arithmetic for daily work

C. Use of Functional Literacy in Agricultural Work.

1. Do you prepare your farm plan? Yes/No.

2. If Yes, please check the following:—

- (i) Prepare myself, (ii) Get it done through V.L.W./ Extension Officer, (iii) Get it done through educated members in the family, (iv) Any other.

3. Do you fill your input card? Yes/No.

4. If 'Yes', please check the following:—

- (i) Prepare myself, (ii) Get it done through V.L.W./ Extension Officer, (iii) Get it done through educated members in the family, (iv) Any other.

5. Do you maintain your household or occupational accounts in writing? Yes/No.

6. If "Yes", please check the following:—

- (i) Prepare myself, (ii) Get it done through V.L.W./Extension Officer, (iii) Get it done through educated members in the family, (iv) Any other.

7. Do you write an application?

(a) for loans Yes/No.

(b) for procurement of fertilisers, seeds etc., from co-operative society. Yes/No.

8. If "Yes", please check the following:—

- (i) Write Myself.
(ii) Get it written from V.L.W./Extension Officer.
(iii) Get it written through educated members in the family.
(iv) Any other.

ANNEXURE II
LIST OF INDICATORS*

For Evaluation

I. A. Quantitative Aspect

1. Minimum indicators

- 1.1: Enrolment ratio
- 1.2: Rate of drop outs
- 1.3: Rate of attendance

2. Recommended indicators

- 2.1: Rate of coverage
- 2.2: Rate of participation in the final test.

B. Qualitative Aspect

1. Minimum indicators

- 1.4: Literacy acquisition
- 1.5: Acquisition of technical or professional knowledge.

2. Recommended indicators

- 2.3: Acquisition of related knowledge of Socio-economic character.

C. Degree of adoption of Reading, Writing, Arithmetic Ability.

1. Minimum indicators

- 1.6: Use of Reading ability
- 1.7: Use of Writing ability
- 1.8: Use of Arithmetic ability

* Adapted from the pattern developed by UNICEF Panel on Evaluation.

II. Indicators Pertaining to Economic Growth and Development

A. Production

1. Minimum indicator

1.9: Increase in production per capita.

2. Recommended indicator

2.4: Increase in gross agricultural income.

B. Income-Living Standard

1. Minimum indicators

1.10: Increase in the number of durable goods and improvements contributing to the standard of living.

2. Recommended indicators

2.5: Increase in net total income of individuals.

C. Production, Servicing and Transport equipment

1. Minimum indicator

1.11: Increase in equipment for production, servicing or transport.

III. Attitude towards Education

1. Minimum indicators

1.12: Attitude in regard to education of children (girls & boys) according to the rate of admission in the schools.

1.13: Change in attitude towards education of adult women.

IV. Professional Competence

1. Minimum indicators

1.14: Attitude towards recommended farm practices.

1.15: Adoption of recommended farm practices.

V. Relation towards means of mass-communication and personal sources

1. Minimum indicators

1.16: Attitude towards use of Radio for listening programmes.

1.17: Attitude towards use of personal sources of farm information.

VI. Health, Hygiene & Safety

2. Recommended indicator

2.6: Attitude & adoption of practices related to health, hygiene, nutrition and child care.

IV

APPENDIX I

Programme of National Workshop on Functional Literacy Project

Venue : Vigyan Bhavan,
New Delhi

Dates: January 11 to 19, 1971

Monday, January 11, 1971

9-00 A.M.—9-30 A.M.	Registration (Room No. 330) Participants requested to register and receive the Workshop documents
10-00 A.M.—11-30 A.M.	Inaugural Session—Commission Room G Welcome Address - Shri T. P. Singh, Education Secretary Inaugural Address - Prof. V.K.R.V. Rao, Union Minister of Education and Youth Services Remarks by Rep- resentative of UNESCO - Mr J. C. Calma, Director, Library Division, UNESCO Vote of Thanks - Dr S.N. Sarda
12-00 Noon—4-30 P.M.	First Plenary Session: Presentation of National Experiences and Papers followed by discussion: (i) India's experience in implementing the Programme (ii) Progress of Functional Literacy Projects in the States

- (c) Orientation and Training Programme
- (d) Materials, Media and Methods
- (e) Evaluation, Research & Experimentation
- 1-30 P.M. - 3-30 P.M. • Lunch by Union Minister for Education and Youth Services
- 3-30 P.M. - 4-00 P.M. • *Second Plenary Session*
 Presentation of International Experience and followed by discussion:
 - (a) Functional Literacy : A Method of Training for Development
 - (b) Orientation and Training of Literacy Personnel
 - (c) Experimental World Literacy Programme — A new approach to Evaluation
- 4-15 P.M. - 5-15 P.M. • Discussion on International Experiences

•
Tuesday, January 12, 1971

- 10-00 A.M. - 11-30 A.M. • *Third Plenary Session*
 Presentation of State Reports and Discussion
- 11-05 A.M. - 1-00 P.M. • Presentation of State Reports and discussion (continued)
- 3-00 P.M. - 4-00 P.M. • *Fourth Plenary Session*
 Presentation of State Reports (continued)
- 6-00 P.M. - 7 P.M. • Setting up of Five Groups to discuss the following topics:
 - Group A — Orientation and Training — Committee Room 7
 - Group B — Materials, Media and Methods including Follow-Up — Committee Room 8
 - Group C — Literacy Media including Role of Radio in Literacy — Committee Room 9
 - Group D — Research, Experimentation and Evaluation — Committee Room 10
 - Group E — Administration, Organization and Finance — Committee Room 11

Wednesday, January 13, 1971

- 10-00 A.M.—11-30 A.M. • Discussion in Groups on topics A, B, C, D and E
- 11-45 A.M.—1-00 P.M. • Discussion in Groups (continued)
- 3-00 P.M.—4-00 P.M. • Discussion in Groups (continued)
- 4-15 P.M.—5-15 P.M. • Discussion in Groups (continued)

Thursday, January 14, 1971

- 10-00 A.M.—11-30 A.M. • Discussion in Groups (continued)
- 11-45 A.M.—1-00 P.M. • Discussion in Groups (continued)
- 3-00 P.M.—4-00 P.M. • Preparation of Group Reports
- 4-15 P.M.—5-15 P.M. • Preparation of Group Reports (continued)

Friday, January 15, 1971

- 10-00 A.M.—11-30 A.M. • Discussion in Groups (continued)
- 11-45 A.M.—1-00 P.M. • Discussions (continued)
- 3-00 P.M.—4-00 P.M. • Discussions (continued)
- 4-15 P.M.—5-15 P.M. • Discussions (continued)

Saturday, January 16, 1971

- 9-00 A.M. • • • Field visits to Functional Library Classes and Parents' Training Institute at Balapur, etc.

Sunday, January 17, 1971

- 9-00 A.M. • • • Field Visits (continued)
- 6-00 P.M. • • • Arrived at New Delhi

Monday, January 18, 1971

Field Theory Session

- 10-00 A.M.—11-30 A.M. • Consolidation of Group Reports
- 3-00 P.M.—4-00 P.M. • Consolidation of Group Reports (continued)
- 4-15 P.M.—5-15 P.M. • Consolidation of Group Reports (continued)

Tuesday, January 19, 1971

Sixth Plenary Session

- 10-00 A.M.—1-00 P.M. • Consideration of the Recommendations of the Workshop (continued)

Seventh Plenary Session

- 3-00 P.M.—4-00 P.M. • Consideration of the Recommendations of the Workshop (continued)

- 4-15 P.M.—5-15 P.M. • *Concluding Session*

(a) Summing up of the recommendations of the Workshop—Dr S.N. Saraf

(b) Remarks by a State Representative

(c) Remarks by UNESCO Representative.

(d) Vote of Thanks—Dr. T. A. Koshy

NOTE: Coffee breaks between 11-30 to 11-45 A.M. and at 4-00 to 4-15 P.M. and lunch breaks between 1-00 P.M. to 3-00 P.M.

APPENDIX 2

Welcome Address by Shri T. P. Singh, Secretary, Ministry of Education and Youth Services, Govt. of India

Minister for Education, Prof. Rao, Dr. Cairns and other participants from UNESCO, FAO and UNDP and colleagues and co-workers from the Central and State Governments and Organisations and Associations based or working in India:

It is a great privilege for me to have the honour of welcoming you to our first National Workshop on the Functional Literacy Project, which is being held after four Regional Workshops, in which considerable ground has already been covered in the last four months. The project depends for its progress on the closest partnership between agencies responsible for agricultural development, education, and public information, including voluntary workers and their associations. It should be hoped that exchange of information, experience and ideas, and frank analysis and evaluation of the Functional Literacy programme will not only improve its quality and content, but also increase its usefulness and effectiveness, by better linkage with the other two components of the joint project, viz., the Farmers' Training Programme and the Farm Broadcasting Programme. The Functional Literacy Programme is also closely linked to the Experimental World Literacy Programme of UNESCO, and is therefore expected to help evolve new techniques of spreading and consolidating literacy under actual operational conditions. The implementation of this programme in India is, therefore, being watched with interest by UNESCO, UNDP, FAO and also by some other countries where similar programmes have been launched. I have no doubt at all that the distinguished partici-

people who have taken the trouble of attending this workshop will make it a landmark in the history of our national and international struggle against illiteracy and ignorance. I once again extend a hearty welcome to all of you.

I now request our Education Minister, who attaches the greatest importance to removing the disability of illiteracy and ignorance from amongst our masses, to give a fitting start to this workshop, by inaugurating it.

APPENDIX 3

Inaugural Address by Prof. V. K. R. V. Rao, Union Minister for Education & Youth Services, Government of India, New Delhi

Mr. Education Secretary, Mr. Chandiramani, Dr. Saraf, representatives of United Nations Organisation, UNESCO, UNDP, FAO and Dr. Welthy Fisher and Friends :

It gives me great pleasure to be with you this morning in this National Workshop on Farmers' Functional Literacy which is the logical culmination of the four Regional Workshops held between August and December, 1970. The aim of these regional workshops was to discuss the progress and prospects of the Farmers' Functional Literacy programme in the different regions of our country and to consider measures to strengthen the project and to make it field-oriented and more effective. The important recommendations of the regional workshops are to be considered in this National Workshop. I am happy that in this National Workshop you will also have an opportunity of knowing something about international experience in which problems similar to ours have been encountered. For making it possible, I am grateful to the Literacy Division of UNESCO and particularly to the Director of the Literacy Division, who is himself attending this workshop as well as to other UNESCO experts. I welcome them and I am sure their contribution to the deliberations of this workshop would help us in finding practical solution to the problems which we are facing in the implementation of this Project.

I am happy to know that the officers in-charge of these Projects in the districts are participating in this workshop along with State-level representatives. The District Officers are the key personnel in this programme and it is they who need to have a thorough understanding of the concept embodied in the

term 'functional literacy'. I am glad to know that the representatives of the other two Ministries and the Chief Project Adviser for this integrated programme are present. This is a happy augury, as it indicates the presence of coordination in the effort of the Central and State Governments and of other allied agencies in the vital task of using literacy as a tool for increasing agricultural production.

II

I have been a consistent advocate of the need for rapid progress of both selective and massive adult literacy programmes. In a situation which we have in this country, both these approaches have relevance. The contribution of literacy to development is of immense significance. It is no accident, therefore, that regions where illiteracy predominates are also the regions that are underdeveloped. It follows, therefore, that we should go in for literacy which not only initiates illiterate adults into the realms of knowledge and culture, citizenship training and civic education, but is also of use as a tool for increasing production. Increasing agricultural production, while predominantly an economic phenomenon, involves basic changes in attitudes, knowledge and skills; and the farmer has to acquire the capacity to adapt himself to economic and technological change through the appropriate knowledge and habits of work for this new task. Functional or work-oriented literacy thus becomes a valuable input for not only enabling him to develop his technical and vocational skills but also his mental abilities so necessary for his adaptation to the new way of life and work.

This principle of selection and a selective approach has to be applied to the viable sector of economy to achieve quick results. It is not that all the farmers are to be chosen for this functional or work-oriented literacy work; neither are all the work practices of the farmer to be chosen for relating them to the literacy work. It is only that section of farming population which has the facilities and the potentialities for development and increasing food production that is to be chosen, and only those agricultural practices which will give the assured results. That is why we have confined ourselves at present only to those

farmers who are participating in the High Yielding Varieties Programme, who are assured of hundred per cent inputs. It is our belief that quicker and more demonstrable results will be achieved if functional literacy is added to the farmers' work as an input for the development of their human resources. This means, therefore, that the work of the farmers and the literacy skills required to meet the new patterns of work and output will have to be integrated. This involves in turn an integrated approach in devising the teaching programme, preparing the teaching and reading materials and training of the teachers for work in the farmers' functional literacy programmes.

III

This integrated approach is being sought to be achieved in the joint project of Farmers' Training and Functional Literacy, which the Government of India has initiated three years ago. As you know, three Ministries, namely, Education and Youth Services, Food and Agriculture, and Information and Broadcasting are collaborating in this work, synchronising literacy work with coverage of High Yielding Varieties Programme Districts with the objective of extending the programme to 100 districts in the Fourth Plan and about one million farmers. In 1967-68, we made a beginning with three districts concerned with functional literacy programme and extended it to seven more districts in 1968-69. Thus, upto 1969-70, functional literacy programme was in operation only in ten districts. Since January, 1970, the number of districts under functional literacy project was increased from 10 to 25 and we expect to cover sixty districts by the end of the current financial year. Currently, functional literacy programme covers 1,15,881 farmers of whom 51,304 have achieved functional literacy and the remaining 64,577 are attaining functional literacy. Quantitatively speaking, this is not a bad record. During the next three years, we will have to work much harder if we are to cover the remaining forty districts and, more particularly, reach the target of imparting functional literacy to one million farmers.

IV

I would now like to mention some of the difficulties we have faced in the implementation of this programme, based on our experience in the field. While these have been included in the agenda papers, you will permit me to highlight some of these problems. In particular, there is a felt need for greater and more direct involvement of the State Governments for ensuring the smooth and effective implementation of the project. As you will see, most of the participants in the Regional Workshops were of the view that a senior officer should be placed in-charge of the scheme at the State Headquarters and a whole-time Project Officer at the District level, particularly with a view to securing the involvement of the people in the formulation and implementation of the programme and in the mobilisation of resources for various items of recurring and non-recurring expenditure. This is a reasonable suggestion and I would like the State Governments to give due consideration to this suggestion. In this project local participation and involvement is essential, to mobilise which effectively, such an officer would be necessary.

Another important issue which has emerged is that the three-dimensional approach to the implementation of this whole project has not been fully appreciated by various functionaries. The coordination machinery for the project exists and functions effectively at the National level but this is not enough. Besides the State and district levels, there is even greater need for such integration and coordination at the lower levels to stimulate the participation of the people in the programme; and this has to be given a more concrete scope in the form of active coordination committees at these levels.

Even among ourselves, many people do not seem to have grasped the difference between the routine concept of literacy and the farmers' functional or work-oriented literacy. The main characteristic of the former is that it is extensive and diffuse in character, aiming at the education of as many illiterates as possible, and confining itself to an elementary knowledge of reading, writing and arithmetic in the initial stages. The plann-

ing of a campaign for mere literacy is generally based on a territorial approach according to the number of illiterates and the availability of funds and resources. Methods and techniques are generally based on the use of a simple primer. Diversification in the reading material comes only later when books are made available for further reading. The evaluation is in quantitative terms and relates to the number of new literates and the per capita cost. As regards functional literacy, it means that all the literacy operations are oriented towards development, integrated in development activity, and made a component part of a development project. Its difference from mere literacy is that it is no longer an isolated and separate activity viewed as an end in itself. Functional literacy should be seen from the viewpoint of development which leads to technical and vocational training. Functional literacy programme needs a different kind of training for the instructors, wherein the work-oriented content of literacy is to be linked with literacy skills. The functional literacy classes will thus have a different method of teaching. This requires a good training programme not only for the literacy teachers, whose work is extremely important, but also the officers and their supporting staff who pilot the scheme in the field and advise, guide and supervise the literacy teachers in their day-to-day work. For this purpose, detailed programmes have been suggested in the agenda papers and I should like to have the considered opinion of this Workshop on them so as to enable the Ministry to choose the best course. But one thing I must mention here, as the programme is being expanded rapidly, the personnel requiring such orientation and training will grow rapidly in numbers and it will not be possible for any central organisation to cater to the needs of all those personnel. It is, therefore, necessary that the training resources should be developed in the States themselves so as to adapt them to local needs of the concerned districts. I would suggest in this connection that each State should create a training cell for this purpose, consisting of three to four resource persons who will be in a position to undertake all the training programmes necessary at various levels. The central organisation could provide some guidance on methods, train these resource persons for their jobs and help

the coordination in training by the three Ministries or Departments concerned. We are utilising the facilities of the four Regional Colleges of Education in organising the training programme of key personnel. We also propose to organise during February this year a Workshop on Teaching Techniques in literacy.

The next important item that I would specially refer to is the need of specially prepared materials for the functional literacy programme. These include the instructional materials necessary for imparting initial literacy skills as well as the supplementary and the follow-up materials required for making these skills permanent and usable. I would not like to go into the details, the type, approach and the methods to be used for preparing these materials as they are outlined in the agenda papers. But I would say that all these materials should have a work-oriented content and should directly refer to the elements of work of the farmer right from the beginning. Tentative programme of the production of such materials for the next two years has been presented in the agenda papers and I would ask the Workshop to give it a concrete shape. As a first step in this direction, the Ministry is organising a Writers' Workshop next month to assess the existing materials and to prepare a blueprint for a massive programme of production of literature. Along with these materials for the learners, there is also the necessity for teachers' guides to guide the teachers on the spot from time to time and to reinforce their teaching skills in making the farmers functionally literate as quickly as possible.

Another thing that has to be kept in mind is the follow-up of new literates after they have undergone the literacy test and have been declared as literate. These literates have to be provided with some suitable reading materials for a period of at least a year or so till they acquire the permanent habit of reading and using literacy. So far, in all our literacy efforts in this country, this type of follow-up has been the weakest link and should not repeat itself in this programme. The State Governments should ensure that the functional literacy centres, once started under this programme, do not die out after they have

conducted a specific number of literacy courses. In fact, these centres, once started, should be developed into the centres for further learning and should provide an opportunity for the new literates for continuous regular reading and further learning in both the fields of general and vocational education.

Being a part of the World Experimental Literacy Project, evaluation, research and experimentation is necessary for this programme. In any programme of this type, where tangible results are to be expected and that too fairly quickly, recourse has to be taken to scientific evaluation and research to solve the problems that may crop up from time to time and to put the programme on sound lines and in the right direction. This is also true of other Projects which are taken up as preliminaries to the massive programmes of routine literacy. Initial surveys outlining the basic position at the start are a must for evaluation, though we have made a beginning without them up to now and have been lagging behind so far on this point. However, a beginning has now been made. The project is now to be scientifically evaluated not only for the field results and their validity but also for other aspects like the approach, the methods, the materials, the media and such other allied aspects for their suitability in the field for achieving the goals as quickly as possible. I hope this important aspect of the programme, therefore, will not be lost sight of and continuous evaluation will be carried out in five or six selected districts in various regions

V

Last but not the least of all, I would mention the very important issue of the cost structure of the programme. We are all aware that India is a poor country. This functional literacy project, therefore, must, out of sheer necessity, be least cost oriented so that it can be multiplied in various parts of the country. This aspect should not be overlooked and the State Governments, who actually have to implement this programme, should come forward for greater involvement in it not only in implementing it but also in supporting and financing it. It looks odd that Central grants are needed even for such items

as kerosene oil, chalks, petromax lamps, maps and charts. But State grants also cannot solve the problem. The important issue to be considered should be how to mobilise people's participation and involve the community in this programme. Ultimately, this programme has to be the people's programme. People have not only to participate in the programme but also to make it their own and mobilise the necessary resources for the continuation of the programme as and when the Central assistance stops. This is bound to happen as the Central grant cannot continue for ever. Local people, therefore, will have to mobilise necessary support from all voluntary and other organisations and also mobilise the necessary resources to continue the programme if they think it is really of benefit to them in their economic and other activity. This is the critical test of the programme and indication of its real success. I would urge on the Workshop to consider this issue with all seriousness and make action-oriented and concrete recommendations for the guidance of the Central and State Governments in this task of mobilisation of public cooperation and public support.

Before concluding, I welcome you all once again and wish you a happy stay in the capital. I hope your participation in this Workshop would prove fruitful and the deliberations of this Workshop useful in strengthening the project and making it more effective. I am anxious that the Workshop also makes some concrete suggestions for making the functional literacy project an integral part of the national movement for mass literacy under which we are targeting to make 100 million illiterate adults literate during the 'Seventies' and ten million adults literate during the Fourth Plan in thirty districts. This is perhaps as urgent a task as the selective programme of functional literacy which is the main theme of this seminar. The links between the two programmes have to be identified and then strengthened at appropriate levels. The two movements should converge so that ultimately all literacy becomes functional and we can visualise not only the liquidation of mass illiteracy but also look forward to functional literacy becoming a part of our mass equipment and way of life. Pilot projects are not ends in themselves;

they are meant for duplication, triplication and multiplication and it is this cardinal principle I want you to bear in mind when making your concrete recommendations either for functional literacy or the link of the mass literacy campaign with a functional literacy bias.

I wish you all success in your deliberations.

APPENDIX 4

**Address by Mr. J. C. Cairns, Director, Literacy Division, Unesco,
Paris to the Inaugural Session of the National Workshop
on Functional Literacy Project**

Mr. Chairman and distinguished friends,

It would be presumptuous for me to go into detail about the Farmers' Training and Functional Literacy Programme after the extraordinary rich and detailed exposition which has been given by Prof. V.K.R.V. Rao. He has emphasised so many points which are fundamental, which have been stressed by UNESCO within the Experimental World Literacy Programme and which have been in my own mind sometime, that it would be unnecessary and indeed superfluous for me to repeat them.

Instead, I would like to consider the problem from a different aspect. First I must emphasise the great importance which UNESCO assigns to the Farmers' Training and Functional Literacy programme. Secondly, may I stress the high value we place on this National Seminar. The four preceding Regional Seminars which have now been held in India, together with this present Seminar, represent perhaps the most important and large scale series of actions taken by any government today in this field of National Training for Functional Literacy. What it indicates is the urgency and the seriousness with which the Government of India view this matter. This is further indicated by the quantitative achievements of the programme. To-date, from the latest figures of adults enrolled, it is clear that the Functional Literacy Project in this country has already had approximately the same impact in terms of numbers as has been achieved in all the other projects in the Experimental World Literacy Programme combined, after more than three years of dedicated and determined effort. This indeed is a noteworthy

national achievement. I stress the word national deliberately Mr. Chairman, because I am actually aware that upto the present time UNESCO's participation has been limited; I trust, however, that our role will be strengthened, and our assistance increased, in the near future.

I will now discuss briefly the overall frame-work within which the Farmers' Training and Functional Literacy Project has been developed. During the past 15 years the population increase in India has been of the order of 2.56 per cent per annum. In the Third Five Year Plan, unfortunately only about one half of the projected economic target rate was achieved. It is not only in India, of course, that the population explosion is being felt; it is evident in large number of countries, particularly in the developing world. It is also being felt in such highly industrialised societies as the United States. But there is a significant difference between the impact of population increase in the United States and in India. In a technological, industrialised and urbanised society like the United States, population increase manifests itself largely in ecological terms—pollution of the air, pollution of rivers and lakes, increasing problems of noise, of waste disposal, of destruction of the rural environment and deterioration of the major urban centres. In India, population increase raises the fundamental and vital problem of food. To solve this problem, the Government of India plans to increase annual food production by 33 million tons to be achieved by 1971. Of this figure, 25 million tons would be produced by the High Yielding Varieties Programme, the so-called Green Revolution, of which the Farmers' Training and Functional Literacy Project is an integral part. The Green Revolution has become a household word. In this country, 32 million acres of land in 100 districts are designated for coverage in the programme by 1971; they have been selected for reliability of water supply, fertility and suitability for double or triple cropping. They represent the best 10 per cent of the country's cultivated land and are inhabited by 50,00,000 farm families. To achieve the food target of 125 million tons by 1971, the Government is providing the farmers with new High Yield seeds, fertilizers and pest control materials.

In essence the Green Revolution is a technological break-through. It provides the potential for the solution of the Indian food problem. It can provide a major impetus for the transformation of rural life and for the movement from a traditional subsistence economy to a market economy. But for this potential to be realised, another type of break-through is necessary—a break-through in man-power training. The Indian farmer must acquire the skills and understanding to utilise the possibilities which the New High Yield Varieties now make available. This means education; if the High Yield Varieties hold out promises, they also pose challenges. They introduce new problems, require new methods, change traditional practices and necessitate re-evaluation and re-orientation of many of the agriculture approaches which have continued for centuries. If these challenges are met, the promise of the High Yield Varieties will be fulfilled.

When we look at the Farmers' Training and Functional Literacy Programme in this light, we see that it is not only crucial for the U.N. agencies concerned, although I have stressed already the importance which Unesco attaches to this programme. It is not only crucial for India, despite the vital role of this programme in the Government's food production plans. It is crucial for the entire world. The Green Revolution in India and the Farmers' Training and Functional Literacy Programme associated with it represent a fundamental test—whether technology and functionally-oriented training can be harnessed to solve the basic problem of hunger. For this reason, the people of the world and especially of the developing countries have a direct stake in the results. Accordingly, I feel, as you do, that this programme must succeed.

I will now consider the situation from a different view point. In 1950 at the world level there were 700 million adult illiterates; by 1960 this number had grown to 740 million, by 1970 to 783 million. In only 20 years, the approximate increase in world adult illiteracy was of the order of 83 million. During the same period the actual percentage decreased from 44.3 per

cent in 1950 to 34.2 per cent in 1970. We see here two factors. Firstly, a continuing and inexorable increase in the total number of adult illiterates, directly linked to population explosion and to the inability of the school and adult education systems to keep pace with this explosion; secondly, a significant decline in the actual percentage of illiterates. Although this percentage varies from country to country, in general the map of illiteracy is almost identical to the map of poverty, of hunger, of disease and of rapidly rising population.

May I now stress an important point. From our survey of world statistics, we have ground for thinking that the critical rates for illiteracy are 35 per cent and 70 per cent. If the national rate of illiteracy is more than 70 per cent, it is difficult to achieve rapid improvement. A society with more than 70 per cent illiteracy will be basically an oral and traditionally oriented society; a society in which literacy is not likely to be a felt need, in which it is not widely used, especially in the rural areas, and in which retention is difficult. On the other hand, if the national illiteracy rate is below 35 per cent, continuing improvement may be expected. The society is becoming increasingly literacy-supportive, modernising factors are at work; there will be a considerable development of industrialisation, of urbanisation, of communications and transport, and a host of factors which make for literacy, and which help the individual retain literacy will be in evidence.

In this respect India is now at a critical stage. According to the statistics at my disposal, the overall illiteracy rate in 1960 was 76 per cent. By 1970, the overall illiteracy rate had fallen to about 67 per cent. These figures indicate that India in the past decade has crossed the first critical threshold. In view of the size of this country, the magnitude of the illiteracy problem and the importance India holds in the developing world, I need not emphasise the importance of this. It is a tribute to the efforts of the Central Government, of the State Governments, and of the many organisations and individuals who have worked so long and with such dedication on this problem. The quanti-

tative situation, however, remains serious; in 1960 in India there were a total of 334 million illiterates; in 1970 approximately 360 million. In the age-group 15-44, which from the point of view of production and socio-economic development is the crucial group, approximately 150 of the 200 million people are at present illiterate. If these statistics are correct, and I fully recognise the great difficulty of obtaining accurate literacy figures, we face a situation with an inherent contradiction; a situation which is serious with difficulties of great magnitude, and yet which is hopeful. In spite of the fact that approximately 75 per cent of the 15 to 44 age-group remains illiterate, the first crucial barrier at the national level has been passed and India may be moving slowly in the direction of a literacy-supportive society.

What is the role of the Farmers' Training and Functional Literacy Project in this context? Its role is vital, but not in terms of making a significant impact on the national statistics. This will be achieved in other ways. Within the present Five Year Plan, ten million adult farmers will be made literate in the next three years in an intensive programme; during the coming decade, it is planned to bring literacy to a further 100 million adults. These figures represent plans of great daring and magnitude. What the Functional Literacy Programme can do is something different. Firstly, it can serve as a crucible for the testing of basic educational techniques related to agricultural development. Secondly, it can be a laboratory in which methods and materials can be produced, refined and to a considerable extent generalised in mass programmes. Such generalisation is already taking place in other countries in which experimental literacy projects are being executed. There is no conflict between the functional literacy approach and the various mass approaches; on the contrary I am convinced that in accordance with circumstances and with specific developmental and environmental needs, a number of the techniques of functional literacy can be applied in large scale programmes. Within the next few years, in the context of this programme, large

amounts of differentiated educational materials will be developed; various types of instructors will be recruited and trained; numerous workshops and seminars covering a variety of professional and administrative aspects of the functional literacy project will be held; in many districts radical reorientation in basic agricultural training will be implemented. Let us see how much of this may be applied in one form or another to strengthen and enrich the mass programmes. At the same time, let us consider whether the mass programmes themselves may not focus their attention more and more on developmental sectors of the economy.

These, Mr. Chairman, are things which I believe will happen in the near future. It was originally expected that the various experimental literacy projects would be implemented, evaluated, and after a certain period the results would be made known and applied on a large scale where relevant. In fact, the generalisation from the functional literacy projects is not awaiting the end of the World Experimental Programme; in many countries the transfer of methods and materials on a continuing pragmatic basis is already taking place and has been doing so for sometime. This process I believe will also occur in India.

I, therefore, stress the vital role of the Farmers' Training and Functional Literacy Programme in two areas. First, to improve food production in particular, and socio-economic development in general. Second, to develop more professional and more scientific methods which may be generalised for the attack on mass illiteracy. In both these areas, I assure you, UNESCO will give the utmost possible help.

I will now discuss several points which Prof. Rao raised and which are directly related to the UNESCO position on literacy.

Concerning technical aspects of the programme, the fundamental need is that the concept of functional literacy must be understood. This I trust will be explained fully in the more technical and professional discussions during this Seminar. I

will say that functional literacy is not simply literacy with a difference; it is not traditional literacy with technical vocabulary added; it is not literacy which is only generally related to agriculture or social skills. It should be conceived of in terms of manpower training, i.e. specific technical/agricultural/vocational training directly related to development needs and integrated with literacy. The concept is radical, it requires considerable rethinking for its effective application, and it has broad implications for all levels of education.

Secondly, I would like to stress the importance of the development of the problem-oriented specialised programmes and materials produced by a multi-disciplinary team. This will be discussed thoroughly by one or more of the Working Groups.

The problem of evaluation was mentioned by Prof. Rao. I would like to re-emphasise what he said. It is important because the problem of evaluation is linked to the problem of financing at the world level. Through evaluation, we must find answers to certain questions. What is the socio-economic impact of functional literacy? Does it lead to significant changes? Does it lead to the effective implementation of new agricultural or industrial techniques? If so, to what extent? In evaluation work, we are also concerned with the problem of costs. We in several projects are initiating studies on costs and on cost effectiveness. These are very difficult, but we consider them important. We hope to obtain results of tentative value at least. We are not primarily concerned with the cost at the experimental level, but with the cost at the expansion level, for we think this is what governments will wish to know after the experimental work has been done and the main programmes tested and refined, what will be the *per capita* costs for large scale expansion? This clearly is a crucial question.

Prof. Rao, in stressing the mobilisation of voluntary support and voluntary organisations, raised an important issue. Will the project continue after the Central support has stopped?

In the UNESCO assisted projects in other Member States, we face a similar problem. It is this: Will the project continue after the international team has left? In other words, can the project be integrated into the development structure of the society? Can it become an integral part of that particular society? In our experience the answer to this and the methods of achieving it, will vary from one society to another; what is clear is that serious attention must be given to this as soon as possible in the planning and implementation of any project. Mr. Chairman, there are many technical matters which we feel are most important and which I have not mentioned. I trust, however, that we will have an opportunity to discuss them throughout the Seminar. This afternoon, when I relate our international experience, I will present some of our professional findings from the Experimental World Literacy Programme, which I hope may be of benefit to the Indian project. At this stage, I should like to thank you very much and in conclusion to stress again the importance which UNESCO attaches to your programme.

APPENDIX 5

Vote of Thanks by Dr. S. N. Saraf, Director, Bureau of Pilot Projects, Adult Education and Statistics

Mr. Minister and Friends,

It is my pleasant duty to propose a hearty vote of thanks to you, Sir, for kindly agreeing to inaugurate the National Workshop on Functional Literacy this morning. We are extremely glad that you found time to be with us and share your ideas with the participants on some important problems which we have faced in the implementation of Functional Literacy projects during the past two or three years. It has been possible, under your dynamic leadership, to have a breakthrough in this programme during the last one and a half years and we can say with some measure of confidence that the several steps which the Central Government and State Governments have taken in implementing the programme have started getting us dividends. Your whole-hearted support has enabled us to expand the programme in quantitative terms and strengthen it qualitatively. What we have been able to do, during the last year or so, is something which gives us joy and pleasure and this all has been due to your inspiring leadership and vision.

As the Director of the National Workshop, I would like to give you my assurance that we will study your Inaugural Address with deep interest and try to formulate action-oriented programmes as suggested by you. It will be our endeavour to formulate concrete suggestions for making the Functional Literacy Project an integrated part of the national movement for mass literacy under which we are targetting to make 100 million illiterate adults literate during the Seventies and ten million illiterate adults literate during the Fourth Plan period. There

are many links between the two movements and in fact, one of the Groups will consider this problem in further details and present a plan of action where the two programmes converge so that all literacy becomes functional.

We are grateful to our Secretary for being present in the Inaugural Session and welcoming the Delegates. We know his deep interest in developmental problems and we are hopeful that, under his continued guidance, we will have a strong supporter in the cause of development of Adult Education in our country.

We are extremely grateful to the UNESCO for this kind participation in this Workshop. Their desire to support us is evidenced by the fact that they have deputed a top-notch officer in this field, namely, Mr. Cairns, Director of Literacy Division, to be with us during this Workshop. We have no words to express our gratitude to the UNESCO for their collaboration not only for deputing their Experts in various fields like Evaluation (Dr. Sakselia), Mass Communication (Dr. Wilson), Materials Preparation (Dr. Bonnani), but also for the valuable documentation made available by them which forms a part of the Agenda of the Workshop. It is a good augury that the UNDP, UNESCO and F.A.O. have realised the need for strengthening the hands of a country where one third of the world's illiterate population resides.

I would also like to express our thanks to the State Governments and Union Territories who have been good enough to respond enthusiastically to our request for participation in this National Workshop. They collaborated with us very enthusiastically in organising the four Regional Workshops and we find to-day that all the States are represented by their Project Officers and State Level Officers. This indicates that the State Governments are earnest in implementing this programme on scientific lines and make it field-oriented and effective. The success of the project ultimately depends on the understanding of the whole concept of the programme and its various implications by

the Officers who are incharge of this Project and we are thankful to them for making it convenient to be with us inspite of their other pressing engagements in their Districts and States. We are looking for ward to their further collaboration. The success of the programme ultimately depends on their enthusiasm.

I would like to express my grateful thanks to my colleagues in the Department of Adult Education, headed by Dr. T.A. Koshy, who have spared no pains in making several arrangements for this Workshop. During the last year or so, they have been lending their full cooperation to the Ministry of Education in making available their expertise in arranging various programmes and organizing the four Regional Workshops. The Department will soon have its personality when it will be upgraded as the Directorate of Adult Education in the Ministry of Education. This they deserve amply. The Department has been a source of great strength to the Ministry of Education. I would also like to thank my colleagues in the Ministry of Education who fully cooperated in organizing this Workshop.

Finally, I would like to take this opportunity of placing on record my appreciation of the kind collaboration which we receive from our colleagues in the Ministries of Food & Agriculture and Information & Boardcasting and Planning Commission. They were a source of considerable help during the last year and a half. They contributed substantially in making our programme field-oriented. I will be failing in my duty if I do not mention specially the cooperation which the Chief Project Adviser, Dr. F.M. Ragheb, has been extending to us in making the Project a success. He has always been great source of help to us in various operational matters.

APPENDIX 6

List of Participants of the National Workshop on Functional Literacy

1. Prof. V. K. R. V. Rao,
Union Minister for Education & Youth Services
Ministry of Education & Youth Services
2. Shri T. P. Singh,
Education Secretary.
3. Dr. S. N. Saraf,
Director, Bureau of Pilot Projects,
Adult Education & Statistics.
4. Shri M. L. Kapur,
Assistant Educational Adviser,
Adult Education Division.
5. Shri H. R. Gugnani,
Assistant Education Officer,
Adult Education Division.
Press Information Bureau
6. Shri G. Trivedi,
Deputy Principal Information Officer
7. Shri Hari Singh,
Assistant Information Officer
Ministry of Food, Agriculture, Community Development and Cooperation
8. Shri M. N. Choudhuri
Joint Commissioner.
9. Dr. G. S. Vidyarthi,
Director of Extension Training,
Directorate of Extension.
10. Dr. T. C. Roy,
Director, Farm Information,
Directorate of Extension.

11. Shri N. Perumal,
Joint Director, Farmers' Training,
Directorate of Extension Training.
12. Dr. N. P. Jain,
Director (S.E.),
Department of Community Development
13. Shri M. C. Lodha,
Chief Instructor, F.T.E.C.,
Directorate of Extension,
University of Udaipur,
Udaipur (Rajasthan)
14. Shri K. S. Shrotri,
Principal, E.T.C.,
Bakshi-ka-Talab,
Lucknow, U.P.
15. Shri V. Nanjappa Maniagar,
Spl. Deputy Director, Agriculture F.T.C.
Bhavanisagar, Coimbatore Distt.
Tamil Nadu
Ministry of Information & Broadcasting
16. Shri M. G. Kamath,
Director,
Farm & Home,
All India Radio, New Delhi
*Department of Adult Education NCERT.,
K-2, Hauz Khas Enclave, New Delhi-16*
17. Dr. T. A. Koshy,
Head of the Department
18. Dr. N. A. Ansari,
Reader
19. Dr. (Smt.) S. Mulay,
Reader
20. Dr. A. K. Sen,
Doctor-cum-Health Lecturer
21. Dr. (Km.) S. V. Mehta,
Lecturer
22. Shri L. S. Parolkar (Pardeshi)
Lecturer
23. Shri K. B. Rege,
Lecturer
24. Shri B. C. Rokadiya
Lecturer

25. Shri R. S. Mathur
Senior Research Assistant

26. Km. N. Sehgal,
Librarian

27. Shri S. P. Jain
Professional Assistant

28. Dr. (Smt.) S. K. Agarwal
Professional Assistant

29. Shri S. V. Gupta
Professional Assistant

UNESCO

30. Mr. J. C. Cairns
Director, Literacy Division
Department of Out-of-School Education
Paris

31. Dr. H. P. Saksena
Programme Specialist
Literacy Division

32. Mr. O. Bonanni,
Literacy Expert, Iran

33. Mr. Marion T. Hedegaard,
Evaluation Specialist,
Farmers' Training & Functional Literacy Project,
Department of Adult Education,
New Delhi

34. Mr. Michael Wilson,
Mass Media, TV & Radio Expert for Education
Kabul, Afghanistan.

FAO

35. Mr. M. Aslam Zafar,
Project Operations Officer,
Rural Institutions Division, Rome (Italy)

36. Dr. F. M. Ragheb
Project Chief Adviser
Farmers' Training & Functional Literacy Project
New Delhi

37. Mr. Milton E. Bliss,
Agricultural Extension Materials Specialist,
Farmers' Training & Functional Literacy Project,
New Delhi

Planning Commission, Yojana Bhawan, New Delhi

38. Shri D. P. Nayar,
Senior Specialist (Education)

39. Shri J. L. Azad,
Joint Director (Education)

40. Shri J. C. Saxena,
Research Officer (Education)

National Council of Educational Research & Training

41. Shri Shankar Narayan
Reader, Department of Teaching Aids,
Indraprastha Estate, New Delhi.

42. Shri H. N. Pandit,
Reader, Economics of Education,
Department of Psychology & Foundations of Education,
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43. Dr. J. N. Bajpai,
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Regional College of Education,
Bhubaneswar, Orissa.

Asian Institute of Educational Planning & Administration

44. Dr. S. N. Mehrotra,
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45. Dr. (Mrs.) W. H. Fisher

*Indian Adult Education Association,
Indraprastha Estate, New Delhi*

46. Shri N. R. Gupta,
Organising Secretary

Representatives of Education Departments of State Governments

Andhra Pradesh

47. Shri C. Gopinath Rao,
State Survey Officer,
Dy. Director of Public Instruction,
Directorate of Public Instruction,
Hyderabad

Assam

48. Shri D. Sarma,
State Social Education Officer,
Gauhati.

49. Shri H. N. Thakur,
District Social Education Officer,
Distt. Sibsagar, P. O. Jorhat.

Bihar

50. Shri Chitradhar Prasad,
District Education Officer,
Distt. Shahabad.
51. Shri Kameshwar Nath,
District Education Officer,
Distt. Ranchi.
52. Shri Parmeshwar Jha,
District Education Officer,
Distt. Purnea
53. Shri Ram Prasad Singh,
Distt. Supdt. of Education,
Distt. Darbhanga.

Gujarat

54. Shri C. R. Bhatt,
State Social Education Officer,
Surat.
55. Shri R. N. Patel,
Administrative Officer,
Distt. Panchayat Education Committee,
Surat.
56. Shri G. F. Mulla,
Administrative Officer,
District Panchayat Education Committee,
Kaira, Distt. Nadiad.
57. Shri B. C. Buch,
Administrative Officer,
Distt. Panchayat Education Committee,
Jamnagar.

Haryana

58. Shri P. S. Jain,
Dy. District Education Officer
Rohtak.

Madhya Pradesh

59. Shri K. S. Mehta,
Production & Publicity Officer &
Dy. Director Incharge Social Education,
Directorate of Panchayat & Social Welfare,
Madhya Pradesh, Malviya Nagar, Bhopal.

Maharashi

60. Shri B. R. Patil,
Joint Director of Education,
Maharashtra State,
Poona-I.
61. Shri K. G. Suryavanshi,
Dy. Director of Education (Social),
Maharashtra State,
Poona-I.
62. Shri S. S. Khan,
Education Officer,
Zilla Parishad,
Distt. Kolhapur.
63. Shri K. S. Kshirsagar,
Education Officer,
Zilla Parishad,
Poona.
64. Shri S. B. Dhumal,
Education Officer,
Zilla Parishad,
Jalgaon.
65. Shri N. D. Sabnis,
Education Officer,
Zilla Parishad, Akola.
66. Shri L. R. Kulkarni,
Dy. Education Officer,
Zilla Parishad,
Parbhani.
67. Shri T. Y. Thorat,
Dy. Education Officer,
Zilla Parishad,
Buldana.

Mysore

68. Shri M. Ranganath Rao,
Distt. Social Education Officer,
[C/O Jt. D.P.I., Gulbarga.
69. Shri H. S. Pyati,
District Social Education Officer,
Dharwar.
70. Shri A. Krishnamoorthy,
District Social Education Officer,
Bangalore-20.
71. Shri C. L. Thippeswamy,
District Social Education Officer,
Chitradurga.

Orissa

- 72. Shri R. K. Kar,
Inspector of Schools,
Ganjam & Phulbani Circles,
Berhampur.
- 73. Shri G. N. Das,
Inspector of Schools,
Balasore Circles,
Balasore.
- 74. Shri G. C. Patnaik,
Inspector of Schools,
Puri Circles,
Puri.

Punjab

- 75. Shri S. S. Sekhon,
Agricultural Consultant,
Punjab Education Department,
Chandigarh.
- 76. Shri Baldev Singh,
District Education Officer,
Sangrur.
- 77. Shri K. S. Grewal,
District Education Officer,
Ludhiana.

Rajasthan

- 78. Shri K. D. Sharma,
Deputy Director (Social Education),
Bikaner.
- 79. Shri L. N. Sharma,
Inspector of Schools,
Kota.
- 80. Shri M. C. Bhatt,
Inspector of Schools,
Udaipur.
- 81. Shri M. L. Mujoo,
Additional Inspector of Schools,
Jaipur.
- 82. Shri Om Srivastava,
Seva Mandir,
Udaipur.
- 83. Shri D. C. Soni,
Seva Mandir,
Udaipur.

Tamil Nadu

84. Smt. C. Visalakshi,
Chief Educational Officer,
Thanjavoor.
85. Shri M. R. Chandrasekaran,
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Madras.

Himachal Pradesh

86. Shri L. R. Vaidya,
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87. Shri P. N. Verma,
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Uttar Pradesh

88. Shri Y. K. Singh,
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89. Shri G. P. Misra,
Distt. Inspector of Schools,
Rai Bareilly.
90. Shri Dwarika Prasad Maheshwari,
District Inspector of Schools,
Agra.
91. Shri H. P. Pandey,
District Inspector of Schools,
Ghazipur.
92. Shri Y. N. Saxena,
Sub. Dy. Inspector of Schools,
Lucknow.
93. Shri Ramchandra Srivastava,
Sub. Dy. Inspector of Schools,
Faizabad

West Bengal

94. Dr. S. K. Gupta,
Chief Inspector (Social Education),
Department of Education Government of West Bengal
Calcutta.

95. Shri K. R. Gop,
District Social Education Officer,
Birbhum.
 96. Shri B. N. Mukherjee,
District Social Education Officer,
Cooch Bihar.
 97. Shri P. K. Bhattacharyya,
District Social Education Officer,
Bankura.
- Delhi*
98. Shri D. N. Malik,
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Directorate of Education,
Delhi Administration,
Old Secretariat,
Delhi.
 99. Shri R. B. Harsh,
Assistant Social Education Officer (Najafgarh II),
Directorate of Education,
Delhi Administration,
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Delhi.
- Special Invitees and Observers*
100. Sardar Sohan Singh,
C-15, Lajpat Nagar-III,
New Delhi-24.
 101. Mr. Cheip Choovijit,
Department of Agricultural Extension,
Bangkok, Thailand.
 102. Mrs. Virginia Srivastava,
Liaison Officer,
World Literacy of Canada,
C/o Seva Mandir,
Udaipur, Rajasthan.
 103. Shri L. P. Gupta,
Research Officer,
Urban Community Development,
Department of Health, Nirman Bhawan,
New Delhi.
 104. Shri O. P. Kumar,
Literacy House,
Lucknow.
 105. Shri S. L. Narasu
Institute of Mass Communication,
Bhartiya Vidya Bhawan,
Kasturba Gandhi Marg,
New Delhi-1.

APPENDIX 7

List of Members who attended the various Group Meetings on 13th and 14th January, 1971

Group A—Orientation and Training

1. Shri D. P. Nayar—*Chairman*
2. Shri M. R. Chandrasekaran—*Chairman*
3. Mr. J. C. Cairns—*Consultant*
4. Dr. N. A. Ansari—*Rapporteur*
5. Dr. (Mrs.) S. K. Agarwal—*Rapporteur*
6. Dr. (Miss) Sushila Mehta
7. Shri C. Gopinath Rao
8. Shri H. S. Pyati
9. Shri R. N. Patel
10. Shri B. C. Buch
11. Shri G. C. Patnaik
12. Shri O. P. Kumar
13. Shri Pran Nath Verma
14. Shri H. N. Thakur
15. Shri K. S. Shrotri
16. Shri H. P. Pandey
17. Shri Yogal Kishore Singh
18. Shri P. K. Bhattacharyya
19. Shri L. R. Kulkarni
20. Shri N. D. Sabnis
21. Shri C. Prasad

Group B—Materials, Media and Methods

1. Dr. T. A. Koshy—*Chairman*
2. Mr. C. Bonanni—*Consultant*
3. Shri K. B. Rege—*Rapporteur*
4. Shri J. S. Parolkar—*Rapporteur*
5. Shri B. R. Patil
6. Shri K. G. Suryawanshi

7. Shri L. N. Verma
8. Shri Kapur Singh Grewal
9. Shri Baldev Singh
10. Thirumati Vishalakshi
11. Shri Y. Nanjappa Maniagar
12. Shri D. P. Maheshwari
13. Shri G. P. Misra
14. Shri M. Ranganath Rao
15. Shri B. N. Mukerji
16. Shri N. Perumal
17. Shri P. S. Jain
18. Shri Om Srivastava
19. Dr. A. K. Sen

Group C—Mass Media including Role of Radio in Literacy

1. Shri M. G. Kamath—*Chairman*
2. Mr. Michael Wilson—*Consultant*
3. Shri B. C. Rokadiya—*Rapporteur*
4. Shri S. P. Jain—*Rapporteur*
5. Km. N. Sehgal
6. Shri S. B. Dhumal
7. Shri K. S. Kshirsagar
8. Shri C. P. Bhatt
9. Shri Ram Prasad Singh
10. Shri M. C. Lodha
11. Shri Shanker Narain
12. Shri G. F. Mulla

Group D—Research, Experimentation and Evaluation

1. Dr. G. S. Vidyarthi—*Chairman*
2. Dr. H. P. Saksena—*Consultant*
3. Mr. M. T. Hedegaard—*Consultant*
4. Dr. (Mrs.) S. Mulay—*Rapporteur*
5. Shri R. S. Mathur—*Rapporteur*
6. Shri K. Gop
7. Shri T. Y. Thorat
8. Shri S. S. Khan
9. Shri K. S. Mehta
10. Shri G. N. Das
11. Shri H. N. Pandit
12. Shri A. Krishnamoorthy

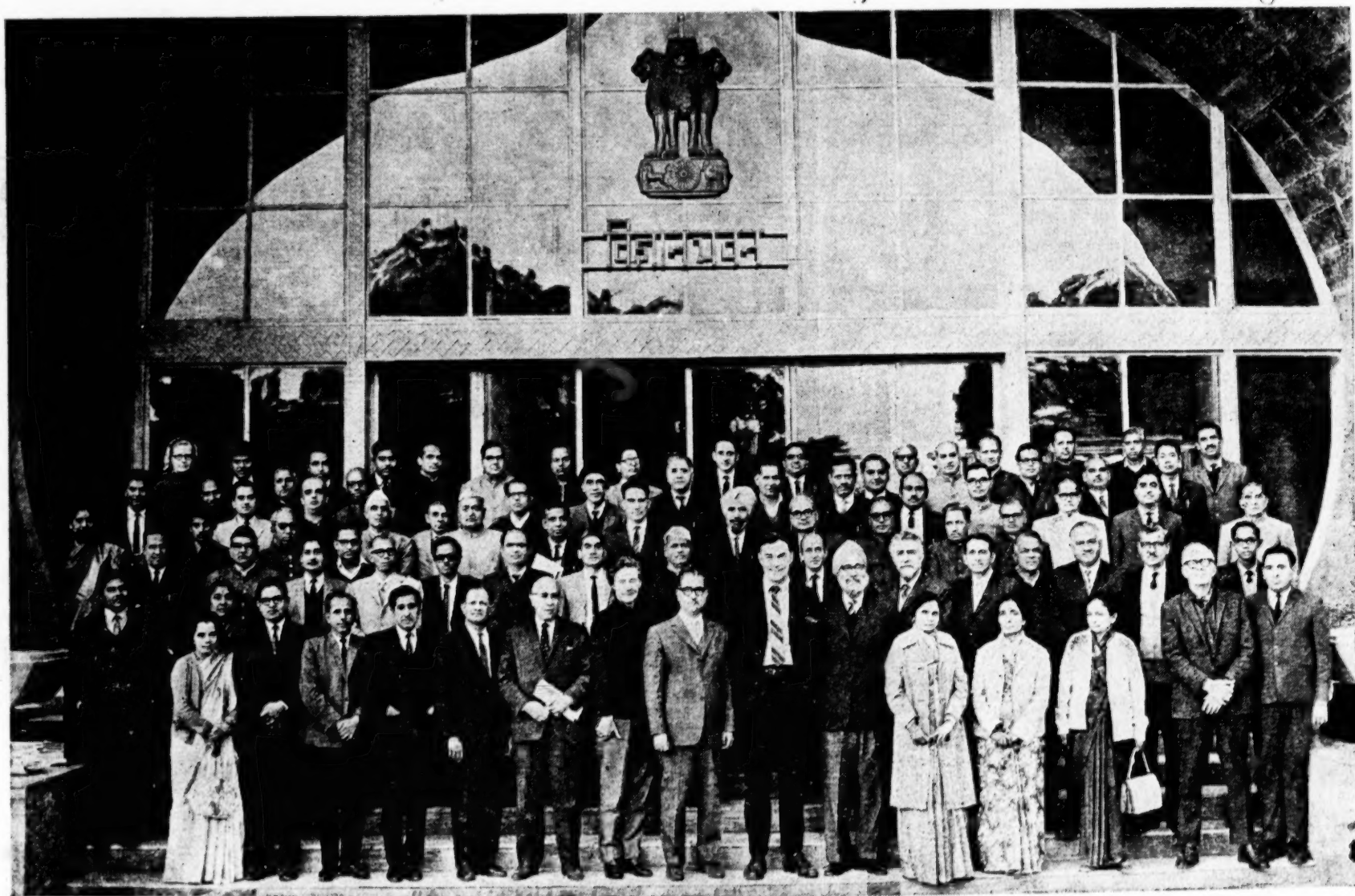
Group B—Administration, Organisation and Finance

1. Dr. S. N. Saraf—*Chairman*
2. Mr. J. C. Cairns—*Consultant*
3. Dr. F. M. Ragheb—*Consultant*
4. Shri H. R. Gugnani—*Rapporteur*
5. Shri S. V. Gupta—*Rapporteur*
6. Shri B. R. Patil
7. Shri D. Sharma
8. Shri J. L. Azad
9. Shri A. Zafar
10. Shri C. L. Thippeswamy
11. Shri L. R. Vaidya
12. Shri M. C. Bhatt
13. Shri R. C. Srivastava
14. Shri Y. N. Saxena
15. Shri R. B. Harsh
16. Shri M. L. Mujoo
17. Shri K. D. Sharma
18. Shri D. N. Malik
19. Dr. S. K. Gupta
20. Shri Kameshwar Nath
21. Shri R. K. Kar
22. Shri S. S. Sekhon
23. Shri M. L. Kapur
24. Shri D. C. Soni

NATIONAL WORKSHOP ON FUNCTIONAL LITERACY PROJECT

January 11—19, 1971

PARTICIPANTS



First Row L to R : Dr. (Mrs.) S. Mulay, Mr. B. C. Rokadiya, Mr. L. R. Vaidya, Mr. H. R. Gugnani, Dr. T. A. Koshy, Dr. F. M. Ragheb, Mr. Michael Wilson, Dr. S. N. Saraf, Mr. J. C. Cairns, Mr. Sohan Singh, Dr. (Mrs.) S. K. Agarwal, Km. N. Sehgal, Dr. (Km.) S. V. Mehta, Mr. M. T. Hedegaard, Mr. H. N. Pandit.

Second Row L to R : Smt. C. Visalakshi, Mrs. B. Narayanamma, Mr. G. C. Patnaik, Mr. D. P. Maheshwari, Ms. S. P. Jain, Mr. K. B. Rege, Mr. G. N. Das, Mr. J. S. Parolkar, Dr. N. A. Ansari, Mr. B. R. Patil, Mr. S. S. Sekhon, Mr. B. N. Mukherjee, Shri K. G. Suryavanshi, Mr. C. Bonanni, Mr. S. B. Dhumal, Dr. H. P. Saxena, Dr. G. S. Vidyarthi, Mr. M. G. Kamath, Mr. M. L. Kapur, Mr. R. S. Mathur.

Third Row L to R : Mr. C. L. Thippeswamy, Mr. S. C. Behl, Mr. O. P. Kumar, Shri S. S. Khan, Mr. B. C. Buch, Mr. S. C. Gupta, Mr. C. R. Bhatt, Mr. A. Krishnamurthy, Mr. P. Jha, Mr. Kameshwar Nath, Mr. C. Prasad, Mr. D. Sharma, Mr. P. N. Verma, Mr. M. C. Mujoo, Mr. P. S. Jain, Mr. G. P. Mishra, Mr. L. N. Sharma, Dr. A. K. Sen, Mr. N. D. Sabnis, Mr. K. S. Kshirsagar, Mr. L. R. Kulkarni, Dr. J. N. Bajpai, Mr. R. K. Kar, Mr. Cheip Choovijit, Mr. R. N. Patel.

Fourth Row L to R : Smt. Virginia Srivastava, Mr. G. F. Mulla, Mr. Om Srivastava, Mr. R. B. Harsh, Mr. H. N. Thakur, Mr. M. R. Chandrasekharan, Mr. H. S. Pyati, Mr. T. Y. Thorat, Mr. R. P. Singh, Mr. M. R. Rao, Mr. K. R. Gop, Dr. S. K. Gupta, Mr. P. K. Bhattacharya, Mr. K. S. Shrotri, Mr. K. D. Sharma, Mr. M. C. Bhatt, Mr. Y. K. Singh, Mr. M. C. Lodha, Mr. H. P. Pandey, Mr. B. C. Srivastava, Mr. Y. N. Saxena.

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